

April 25, 2023

Shadi Shahedipour-Sandvik, Ph.D.
Senior Vice Chancellor for Research, Innovation and Economic Development
And Interim Provost
State University of New York
System Administration
State University Plaza
Albany, NY 12246

Dear Dr. Shahedipour-Sandvik,

On behalf of the faculty at the University at Albany and College of Arts and Sciences, I am pleased to submit our proposal for an update to our East Asian Studies BA registration and Distance Education for this program.

This proposal has been considered and approved through our campus governance system. Should there be a need for additional information or clarification to facilitate processing, please contact Kaitlyn Beachner at kbeachner@albany.edu.

Thank you for your consideration and assistance.

Sincerely,



Carol Kim, Ph.D.
Provost and Senior Vice President for Academic Affairs

Attachment

- c. Dean Jeanette Altarriba, College of Arts and Sciences
Vice Provost & Dean JoAnne Malatesta, Undergraduate Education



Program Revision Proposal: Changes to an Existing Program

Form 3A
Version 2016-10-13

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,¹ a Chief Executive or Chief Academic Officer must submit a **signed cover letter and this completed form** to the SUNY Provost at program.review@suny.edu.

Section 1. General Information	
a) Institutional Information	Institution's 6-digit SED Code : 210500
	Institution's Name: University at Albany
	Address: <i>1400 Washington Avenue, Albany, NY 12222</i>
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [X] if not applicable :
c) Registered Program to be Changed	Program Title: East Asian Studies
	SED Program Code : 31500
	Award(s) (e.g., A.A., B.S.): B.A.
	Number of Required Credits: Minimum [120] If tracks or options, largest minimum []
	HEGIS Code : 0302
	CIP 2010 Code : 05.0104
	Effective Date of Change: Fall 2023
	Effective Date of Completion ² : Spring 2027
d) Campus Contact	Name and title: Kaitlyn Beachner-Richards, Staff Associate for Undergraduate Academic Programs Telephone and email: 518-422-3941 kbeachner@albany.edu
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i> Name and title: Carol Kim, Ph.D., Senior Vice President for Academic Affairs & Provost
	Signature and date: April 25, 2023
	If the program will be registered jointly³ with one or more other institutions, provide the following information for <u>each</u> institution:
Partner institution's name and 6-digit SED Code :	
Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):	

¹ To propose changes that would create a new program, Form 3B, [Creating a New Program from Existing Program\(s\)](#), is required.
² If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s).
³ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Section 2. Program Information

Section 2.1. Changes in Program Content

No changes in program content. *Proceed to Section 2.2.*

a) Check all that apply. Describe each proposed change and why it is proposed.

Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs)

Changes in a program's focus or design

Adding or eliminating one or more options, concentrations or tracks

Eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience). Adding such requirements must remain in compliance with SUNY credit cap limits.

Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in [Section 3.47\(c\)\(1-4\) of Regents Rules](#)

Description & Reason for Changes:

Changes:

- Expansion of required credit load from 34 credits to 40 credits.
- First-year Chinese language courses will now be counted within major language requirements, previously it had not been part of requirements but to avoid 'hidden requirements' we are adding it into requirements.
- First- and second-year language courses are being reorganized from 5-credit courses into 4-credit courses. The reorganization is being done to ensure that the same levels of proficiency are attained despite the reduction of one credit hour per course.
- Reformulation of the relationship between language and culture components of the major. First- and second-year language courses will now constitute the introductory aspect of the major with culture courses delivered at the upper-level.
- Creation of a research process requirement consisting of two parts: an upper-division research method course (AEAS 305) and an upper-division Research Capstone course (AEAS 490).
- Creation of two tracks within the major: a Comparative East Asian Studies track, and a focused Korean Studies track.

Justification:

The new requirements are designed to accomplish three intellectual goals: (1) ensure students achieve both East Asian language proficiency and gain greater expertise in East Asian cultural studies; (2) create a coherent, graduated pathway from introductory material to more advanced coursework; and (3) develop research skills by aligning the program with a research methods and capstone sequence that will require students who complete the program to have produced a significant, undergraduate-appropriate research project.

Finally, the creation of a Korean Studies track enables students with a particular interest in Korean Studies to take advantage of our expanded Korean Studies course offerings and secure a credential that recognizes that focus.

b) Provide a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.

2007 East Asian Studies B.A. Requirements:		2023 Proposed Changes to East Asian Studies B.A. Requirements (Comparative Track):	
35 credits:		40 credits:	
Language Courses:		Language Courses: Choose language option to earn 20 credits in.	
		Japanese Language Option: (20 Credits)	AEAJ 101 – Elementary Japanese I (4)
			AEAJ 102 – Elementary Japanese II (4)
			AEAJ 201 – Intermediate Japanese I (4)
			AEAJ 202 – Intermediate Japanese II (4)
		Korean Language Option: (20 Credits)	AEAK 101 – Elementary Korean I (4)
			AEAK 102 – Elementary Korean II (4)
			AEAK 201 – Intermediate Korean I (4)
			AEAK 202 – Intermediate Korean II (4)
		Chinese Language Option: (20 Credits)	AEAC 101 – Elementary Chinese I (4)
			AEAC 102 – Elementary Chinese II (4)
CHI 200Y – Intermediate Chinese I (3)			AEAC 201 – Intermediate Chinese I (4)
CHI 201Y – Intermediate Chinese I (4)			AEAC 202 – Intermediate Chinese II (4)
CHI 300A and B – Intermediate Conversation and Composition (3,3)		<i>Courses elective options in 2023</i>	
		Research Course Requirements (6 credits):	
		AEAS 305 – East Asian Studies Research Methods (3)	
		AEAS 490 – East Asian Studies Research Capstone (3)	
Required Cultural and History Courses:			
CHI 170W – China: Its Culture and Heritage (3)		<i>Course removed from major requirements</i>	
HIS 379W – History of China I (3)		Premodern East Asian History Choose 1 Course	AEAC 379 – History of Premodern China (3)
			AEAJ 384 – History of Premodern Japan (3)
			AEAK 376- History of Premodern Korea (3)
HIS 380W – History of China II (3)		Modern East Asian History Choose 1 Course	AEAC 380 – History of Modern China (3)
			AEAJ 385- History of Modern Japan (3)
			AEAK 377- History of Modern Korea (3)
Select 6 credits of the following courses:	CHI 210L – Survey of Classical Chinese Literature in Translation I (3)	<i>Course removed from major requirements</i>	
	CHI 211L – Survey of Classical Chinese Literature in Translation II (3)	<i>Course removed from major requirements</i>	
	CHI 212L – Modern Chinese Literature in Translation (3)	<i>Course removed from major requirements</i>	
	CHI 389 – Topics in Chinese Literature and Culture (2-3)	<i>Course removed from major requirements</i>	
6 credits of elective courses from the following list:		12 Credits of Upper-Level Electives: Courses 300+ with prefixes EAC, EAJ, EAK, or EAS.	
CHI 160J – China: People and Places in the Land of One Billion (3) – writing intensive		<i>Course removed from electives options</i>	
CHI 160W – China: People and Places in the Land of One Billion (3)		<i>Course removed from electives options</i>	
CHI 199W – Introduction to the I-ching (3)		<i>Course removed from electives options</i>	
CHI 220 – Chinese Calligraphy (3)		<i>Course removed from electives options</i>	

CHI 290 – Ideology and Reality in Contemporary China (2-3)	<i>Course removed from electives options</i>
	AEAS 321 – Exploring the Multicultural City (3)
CHI 344W – Chinese Philosophies (3)	<i>Course removed from electives options</i>
	AEAS 357 – Zen Buddhism (3)
	AEAS 389 – Topics in East Asian History, Literature, and Culture (3)
	AEAS 450 – Readings in Buddhist Texts (3)
CHI 410 – Readings in Vernacular Literature (3)	<i>Course removed from electives options</i>
	AEAC 301Y – Advanced Chinese I (3)
	AEAC 302Y – Advanced Chinese II (3)
CHI 310 – Classical Chinese I (3)	<i>Course changed to 400 level.</i>
CHI 311 – Classical Chinese II (3)	<i>Course changed to 400 level and not part of electives.</i>
	AEAC 364 – China’s Economic History (3)
	AEAC 373 – Government and Politics in the People’s Republic of China (3)
	AEAC 374 – Crime and Punishment in Traditional China (3)
<i>Course listed above.</i>	AEAC 379 – History of Premodern China (3) (if not taken for history requirement)
<i>Course listed above.</i>	AEAC 380 – History of Modern China (3) (if not taken for history requirement)
	AEAC 389 – Topics in Chinese Literature, History, and Culture (3)
<i>Course listed above. Number Change.</i>	AEAC 414 – Classical Chinese I (3)
	AEAC 432 – Readings in Chinese Drama (3)
CHI 470Z - Urbanization in China (3)	<i>Course removed from electives options</i>
CHI 497 – Independent Study in Chinese (1-6)	<i>Course not specifically required</i>
POS 373W – Government and Politics in the People’s Republic of China (3)	<i>Course removed from electives options</i>
POS 376W – The Foreign Policy of the People’s Republic of China (3)	<i>Course removed from electives options</i>
SOC 343W – Chinese Society and Social Thought (3)	<i>Course removed from electives options</i>
	AEAJ 301Y – Advanced Japanese I (3)
	AEAJ 302Y – Advanced Japanese II (3)
	AEAJ 384 – History of Premodern Japan (3) (if not taken for history requirement)
	AEAJ 385 – History of Modern Japan (3) (if not taken for history requirement)
	AEAJ 389 – Topics in Japanese Literature, History and Culture (3)
	AEAJ 423 – Practicum in Teaching Japanese (2)
	AEAJ 435 – Meiji Literature in Translation (3)
	AEAJ 436 – Fascism: Japan and Beyond (3)
	AEAJ 438 – World War II: The Japanese View (3)
	AEAJ 460 – Readings in Japanese Religious Studies (3)
	AEAK 301 – Advanced Korean I (3)
	AEAK 302 – Advanced Korean II (3)
	AEAK 376 – History of Premodern Korea (3) (if not taken for history requirement)
	AEAK 377 – History of Modern Korea (3) (if not taken for history requirement)
	AEAK 389 – Topics in Korean Literature, History, and Culture (3)

	AEAK 422 – North Korea History, Culture, and Politics (3)
--	---

The above program is the comparative track within the East Asian Studies program. We also want to offer as part of the East Asian Studies Program, a concentration in Korean Studies. For a student to earn that distinction, their program would be the following:

2023 Proposed Changes to East Asian Studies B.A. Requirements (Korean Studies Track):	
40 credits:	
Language Courses:	
Korean Language Option: (26 Credits)	AEAK 101 – Elementary Korean I (4)
	AEAK 102 – Elementary Korean II (4)
	AEAK 201 – Intermediate Korean I (4)
	AEAK 202 – Intermediate Korean II (4)
	AEAK 301 – Advanced Korean I (3)
	AEAK 302 – Advanced Korean II (3)
Research Course Requirements (6 credits):	
AEAS 305 – East Asian Studies Research Methods (3)	
AEAS 490 – East Asian Studies Research Capstone (3)	
History Courses (6 credits):	
AEAK 376- History of Premodern Korea (3)	
AEAK 377- History of Modern Korea (3)	
6 Credits of Upper-Level Electives:	
AEAK 389 – Topics in Korean Literature, History, and Culture (3)	
AEAK 422 – North Korea History, Culture, and Politics (3)	
AEAS 321 – Exploring the Multicultural City (3)	
AEAS 357 – Zen Buddhism (3)	
AEAS 389 – Topics in East Asian History, Literature, and Culture (3)	
AEAS 450 – Readings in Buddhist Texts (3)	

- c) For each new or significantly revised course, **provide** a syllabus at the end of this form, and, on the **SUNY Faculty Table** provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

Please see appendix with syllabi.

- d) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

The Department of East Asian Studies anticipates no addition costs to the implementation of these changes. There are three reasons for this:

1. The Department’s faculty has expanded since the 2007 requirements were approved. It has the capacity to offer the number of courses required with current full-time and part-time staffing.
2. The breadth of disciplines and regional foci covered in this program means that all courses in the department will count for the general East Asian Studies track, while the expansion of the Korean Studies course offerings since 2007 has already provided the courses needed to satisfy the focused Korean Studies track.
3. All courses required for the new requirements have already been created and are currently running in routine rotation.

Section 2.2. Other Changes

Check all that apply. Describe each proposed change and why it is proposed.

Program title

Program award

[Mode of delivery](#)

NOTES: (1) If the change in delivery enables students to complete 50% or more of the program via distance education, submit a [Distance Education Format Proposal](#) as part of this proposal. (2) If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.

[Format change\(s\)](#) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program

1) State proposed format(s) and consider the consequences for financial aid

2) Describe availability of courses and any change in faculty, resources, or support services.

A change in the total number of credits in a certificate or advanced certificate program

Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that do not involve a course or courses that satisfy one of the required content areas in the profession.

Section 3. Program Schedule and Curriculum

- a) For **undergraduate programs**, complete the *SUNY Undergraduate Program Schedule* to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

NOTES: The *Undergraduate Schedule* must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.
- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages
- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#) –with compelling justification(s).

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification					New	Prerequisite(s)
Course Number & Title	Cr	GER	LAS	Maj	TPath		
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

- b) For **graduate programs**, complete the *SUNY Graduate Program Schedule*. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

NOTE: The *Graduate Schedule* must include all curriculum requirements and demonstrate that expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#) are met.

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: East Asian Studies B.A. (Comparative Track)

- a) Indicate **academic calendar type**: [X] Semester [] Quarter [] Trimester [] Other (describe):
 b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
 c) **Name of SUNY Transfer Path**, if one exists: _____ See [Transfer Path Requirement Summary](#) for details
 d) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1:								Term 2:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
AEAC 101 – Elementary Chinese I or AEAJ 101 – Elementary Japanese I or AEAK 101 – Elementary Korean I	4	FL	4	4		X		AEAC 102 – Elementary Chinese II or AEAJ 102 – Elementary Japanese II or AEAK 102 – Elementary Korean	4	FL	4	4		X	101 Course in the same language
General Education: Humanities	3	HU	3					Free Elective	3						
General Education: Mathematics	3	MS	3					General Education: US History	3	AH	3				
UUNI 110 – Writing and Critical Inquiry	3	BC	3					General Education: Social Sciences	3	SS	3				
Free Elective	3														
Term credit totals:	16	13	13	4				Term credit totals:	13	10	10	4			
Term 3:								Term 4:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
AEAC 201 – Intermediate Chinese I or AEAJ 201 – Intermediate Japanese I or AEAK 201 – Intermediate Korean I	4	FL	4	4		X	102 Course of the same language	AEAC 202 – Intermediate Chinese II or AEAJ 202 – Intermediate Japanese II or AEAK – Intermediate Korean II	4	FL	4	4		X	201 Course of the same language
AEAC 379 Premodern History of China or AEAJ 384 Premodern History of Japan or AEAK 376 Premodern History of Korea	3	OW	3	3		*Some options new		AEAC380 Modern History of China or AEAJ 385 Modern History of Japan or AEAK 377 Modern History of Korea	3	OW	3	3		*Some options new	
General Education: Arts	3	AR						General Education: Diversity	3	DV	3				
General Education: Natural Science	3	NS	3					Upper Division Free Elective	3						
Free Elective	3							Free Elective	3						
Term credit totals:	16	13	10	7				Term credit totals:	16	10	9	7			
Term 5:								Term 6:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Upper Level AEAS, AEAC, AEAJ, or AEAK (1 of 4)	3		3	3		*Most options new		AEAS 305 – East Asian Studies Research Methods	3		3	3		X	1 year of Chinese, Japanese, or Korean
Upper Level AEAS, AEAC, AEAJ, or AEAK (2 of 4)	3		3	3		*Most options new		Upper Level AEAS, AEAC, AEAJ, or AEAK (3 of 4)	3		3	3		*Most options new	

LAS Elective	3		3						LAS Elective	3		3					
LAS Elective	3		3						LAS Elective	3		3					
Upper Division LAS Elective	3		3						Upper Division Free Elective	3							
Term credit totals:	15		15	6					Term credit totals:	15		12	6				
Term 7:	See KEY.								Term 8:	See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites		Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	
Upper Level AEAS, AEAC, AEAJ, or AEAK (4 of 4)	3		3	3		*Most options new			Upper Division LAS Elective	3		3					
AEAS 490 East Asian Studies Research Capstone	3		3	3		X	AEAS 305		Upper Division LAS Elective	3		3					
Upper Division LAS Elective	3		3						Upper Division LAS Elective	3		3					
Upper Division Free Elective	3								LAS Elective	3							
Free Elective	3								Free Elective	3							
Term credit totals:	15		9	6					Term credit totals:	15		12					
Program Totals (in credits):	Total Credits:	SUNY GER:	LAS:	Major:	Elective & Other:	Upper Division:	Upper Division Major:	Number of SUNY GER Categories:									
	121	46	90	40	51	45	24	9									

KEY Cr: credits GER: [SUNY General Education Requirement](#) (Enter Category Abbreviation) LAS: [Liberal Arts & Sciences](#) (Enter credits) Maj: Major requirement (Enter credits) TPath: [SUNY Transfer Path Courses](#) (Enter credits) New: new course (Enter X) Co/Prerequisite(s): list co/prerequisite(s) for the noted courses Upper Division: Courses intended primarily for juniors and seniors SUNY GER Category Abbreviations: American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: East Asian Studies B.A. with a Concentration in Korean Studies

e) Indicate academic calendar type: [X] Semester [] Quarter [] Trimester [] Other (describe):

f) Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)

g) Name of SUNY [Transfer Path](#), if one exists: _____ See [Transfer Path Requirement Summary](#) for details

h) Use the table to show how a typical student may progress through the program; copy/expand the table as needed. Complete all columns that apply to a course.

Term 1:								Term 2:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
AEAK 101 – Elementary Korean I	4	FL	4	4		X		AEAK 102 – Elementary Korean	4	FL	4	4		X	101 Course in the same language
General Education: Humanities	3	HU	3					Free Elective	3						
General Education: Mathematics	3	MS	3					General Education: US History	3	AH	3				
UUNI 110 – Writing and Critical Inquiry	3	BC	3					General Education: Social Sciences	3	SS	3				
Free Elective	3														
Term credit totals:	16	13	13	4				Term credit totals:	13	10	10	4			
Term 3:								Term 4:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
AEAK 201 – Intermediate Korean I	4	FL	4	4		X	102 Course of the same language	AEAK 202 – Intermediate Korean II	4	FL	4	4		X	201 Course of the same language
AEAK 376 – History of Premodern Korea	3	OW	3	3		*Most options new		AEAK 376 History of Modern Korea	3	OW	3	3		X	
General Education: Arts	3	AR						General Education: Diversity	3	DV	3				
General Education: Natural Science	3	NS	3					Free Elective	3						
LAS Elective	3		3					Free Elective	3						
Term credit totals:	16	13	14	7				Term credit totals:	16	10	10	7			
Term 5:								Term 6:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
AEAK 301 – Advanced Korean I	3		3	3		X	EAK 202	AEAK 302 – Advanced Korean II	3		3	3		X	EAK 301
Upper Level AEAK or AEAS (1 of 2)	3		3	3		*Most options new		AEAS 305 – East Asian Studies Research Methods	3		3	3		X	1 year of Chinese, Japanese, or Korean
LAS Elective	3		3					LAS Elective	3		3				
LAS Elective	3		3					LAS Elective	3		3				
Upper Division Free Elective	3							Upper Division Free Elective	3						
Term credit totals:	15		12	6				Term credit totals:	15		12	6			
Term 7:								Term 8:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites

AEAS 490 East Asian Studies Research Capstone	3		3	3		X	AEAS 305	Upper Level AEAS or AEAK (2 of 3)	3		3	3		*Most options new	
Upper Division LAS Elective	3		3					Upper Division LAS Elective	3		3				
Upper Division LAS Elective	3		3					Upper Division LAS Elective	3		3				
Upper Division Free Elective	3							LAS Elective	3		3				
Free Elective	3							Free Elective	3						
Term credit totals:	15		9	3				Term credit totals:	15		12	3			
Program Totals (in credits):		Total Credits:	SUNY GER:	LAS:	Major:	Elective & Other:	Upper Division:	Upper Division Major:	Number of SUNY GER Categories:						
		121	44	92	40	57	45	24	9						

KEY Cr: credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](#) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations:** American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

SUNY Graduate Program Schedule OPTION: *You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)*

Program/Track Title and Award: _____

- a) Indicate **academic calendar** type: [] Semester [] Quarter [] Trimester [] Other (describe):
- b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.
- d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1:				Term 2:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 3:				Term 4:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 5:				Term 6:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 7:				Term 8:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Program Total:		Total Credits:	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:				

New: X if new course **Prerequisite(s):** list prerequisite(s) for the listed courses

Section 4. SUNY Faculty Table

- a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member

(a) Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications and licenses and professional experience in field.
PART 1. Full-Time Faculty					
BYON, Andrew Associate Professor	100	AEAK101 Elementary Korean I; AEA102 Elementary Korean II; AEA301 Advanced Korean I; AEA302 Advanced Korean II;	Ph.D. The University of Hawai'i at Manoa	East Asian Languages and Literatures	
CHEN, Fan-Pen Associate Professor	100	AEAC423 Practicum in Teaching Chinese	Ph.D. Columbia University	East Asian Literatures and Cultures	
DEBLASI, Anthony Associate Professor Undergraduate Program Director	100	AEAC364 Chinese Economic History; AEAC374 Crime and Punishment in Traditional China; AEAC379 History of Premodern China; AEAC380 History of Modern China; AEAC 389 – Topics in Chinese Literature, History, and Culture, AEAC414 Classical Chinese I; AEAC389 Topics in Chinese Literature, History, and Culture; AEAS305 East Asian Studies Research Methods;	Ph.D. Harvard University	East Asian Languages and Civilizations	

(a) Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications and licenses and professional experience in field.
		AEAS490 East Asian Studies Capstone			
FESSLER, Susanna Professor	100	AEAJ301 Advanced Japanese I; AEAJ302 Advanced Japanese II; AEAJ435 Meiji Literature in Translation; AEAJ438 World War II: The Japanese View	Ph.D. Yale University	East Asian Languages and Literatures	
KWON, Peter B. Assistant Professor	100	AEAK376 History of Premodern Korea; AEAK377 History of Modern Korea; AEAK389 Topics in Korean Literature, History, and Culture; AEAK422 North Korea History, Culture, and Politics	Ph.D. Harvard University	History and East Asian Languages	
PERSON, John Associate Professor	100	AEAJ384 History of Premodern Japan; AEAJ385 History of Modern Japan; AEAJ436 Fascism: Japan and Beyond	Ph.D. University of Chicago	East Asian Languages and Civilizations	
PROFFITT, Aaron Associate Professor	100	AEAJ460 Readings in Japanese Religious Studies; AEAS357 Zen Buddhism; AEAS389 Topics in East Asian History, Literature, AEAS460 Readings in Buddhist Texts	Ph.D. University of Michigan – Ann Arbor	Buddhist Studies	
WANG, Fang Part-line Lecturer	100	AEAC101 Elementary Chinese	M.S. University at Albany	Curriculum Development and	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
		I; AEAC102 Elementary Chinese II; AEAC201 Intermediate Chinese I; AEAC202 Intermediate Chinese II		Instructional Technology (CDIT)	
WOJNOVICH, Michiyo Lecturer	100	AEAJ101 Elementary Japanese I; AEAJ102 Elementary Japanese II; AEAJ201 Intermediate Japanese I; AEAJ202 Intermediate Japanese II; AEAJ423 Practicum in Teaching Japanese	M.S. University at Albany (SUNY)	Teaching English to Speakers of Other Languages (TESOL)	
CHEN, Cheng Professor	20	AEAC373 Government and Politics in the People's Republic of China	Ph.D. University of Pennsylvania	Political Science	
HUANG, Youqin Professor	20	AEAC160 China: People and Places	Ph.D. University of California, Los Angeles	Geography	
NARINS, Thomas Associate Professor	20	AEAC260 China in the Global Arena	Ph.D. University of California, Los Angeles	Geography	
LEE, Yi-Chen Instructor	100	AEAC 301 Advanced Chinese I, AEAC 301 Advanced Chinese II	Ph.D. University of Wisconsin at Madison	East Asian Studies	
Part 2. Part-Time Faculty					
MASON Jinyoung Kang Part-line Lecturer	100	AEAK201 Intermediate Korean I; AEAK202 Intermediate Korean II	M.A. California State University Dominguez Hills	Teaching English to Speakers of Other Languages (TESOL)	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
OHATA, Kazumi Part-line Lecturer	100	AEAJ101 Elementary Japanese I	M.S. University at Albany	Curriculum Development and Instructional Technology	
BARBADORO, Amelia Part-line Lecturer	20	AEAS321 Exploring the Multicultural City	Ph.D. City University of New York	Urban Education Policy Studies	
Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)					

East Asian Studies Syllabi:

East Asian Studies Courses:

AEAS 305 – East Asian Studies Research Methods
AEAS 321 – Exploring the Multicultural City
AEAS 357 – Zen Buddhism
AEAS 389 – Topics in East Asian History, Literature, and Culture
AEAS 450 – Readings in Buddhist Texts
AEAS 490 – East Asian Studies Research Capstone

Chinese Courses:

AEAC 101 – Elementary Chinese I
AEAC 102 – Elementary Chinese II
AEAC 301Y – Advanced Chinese I
AEAC 302Y – Advanced Chinese II
AEAC 364 – China's Economic History
AEAC 373 – Government and Politics in the People's Republic of China
AEAC 374 – Crime and Punishment in Traditional China
AEAC 389 – Topics in Chinese Literature, History, and Culture

Japanese Courses:

AEAJ 101 – Elementary Japanese I
AEAJ 102 – Elementary Japanese II
AEAJ 201 – Intermediate Japanese I
AEAJ 202 – Intermediate Japanese II
AEAJ 301Y – Advanced Japanese I
AEAJ 302Y – Advanced Japanese II
AEAJ 384 – History of Premodern Japan
AEAJ 385- History of Modern Japan
AEAJ 389 – Topics in Japanese Literature, History and Culture
AEAJ 435 – Meiji Literature in Translation
AEAJ 436 – Fascism: Japan and Beyond
AEAJ 438 – World War II: The Japanese View
AEAJ 460 – Readings in Japanese Religious Studies

Korean Courses:

AEAK 101 – Elementary Korean I
AEAK 102 – Elementary Korean II
AEAK 201 – Intermediate Korean I
AEAK 202 – Intermediate Korean II
AEAK 301 – Advanced Korean
AEAK 302 – Advanced Korean II
AEAK 376- History of Premodern Korea
AEAK 377- History of Modern Korea
AEAK 389 – Topics in Korean Literature, History, and Culture
AEAK 422 – North Korea History, Culture, and Politics

EAS 305 (7961)
East Asian Studies Research Methods
(3 Credits)
Fall 2022

Asynchronous Online Course

Instructor: 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 9:30 – 11:00 a.m.; and by appointment.

Course Description:

This course will introduce research methodology and bibliographic methods in East Asian Studies. Students will develop research skills that will include framing research topics, compiling resources from library catalogs and online journal databases, especially East Asian Studies databases, and evaluating scholarly resources. Students will also learn how to use various East Asian Studies reference materials, which will enable them to develop mastery of ancillary research techniques.

Prerequisite: This course has a **strict** prerequisite of *at least* one year or its equivalent proficiency in Chinese, Japanese, or Korean language. Students who do not have this level of language proficiency *are not qualified or prepared* for the course. At the start of the semester each student must choose a language group (Chinese, Japanese, or Korean). From that point forward, reading, homework assignments, and examinations are all keyed to that group choice. These will require proficiency in the chosen language up to completion of the first-year sequence (two semesters).

Course Objectives:

- Ability to develop and frame research projects.
- Mastery of library usage and scholarly database searching.
- Mastery of technical aspects of research, including ancillary techniques, project formatting, and source compilation.

Required Texts:

Students are required to acquire two books as follows:

- Turabian, Kate et al. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Chicago: Chicago University Press, 2018. ISBN-13: 978-0226430577
- Each student must also purchase the required dictionary associated with **your chosen language** (you need purchase **ONLY ONE (1)** of the following):
 - Chinese Language Students: *Oxford Pocket Chinese Dictionary*. 4th Edition. Oxford: Oxford University Press, 2009. ISBN-13: 978-0198005940
 - Japanese Language Students: *The New Nelson Japanese-English Character Dictionary*. ISBN-13: 978-0804820363. **DO NOT** buy the “Compact” version.
 - Korean Language Students: *A Guide to Korean Characters: Reading and Writing Hangŭl and Hanja*. Elizabeth, NJ and Seoul: Hollym. ISBN: 0-930878-13-2

(Confirm ISBN since it may be marked as either “Second Revised Edition” or “Third Revised Edition.” Both are fine).

You can acquire these from whatever book provider you prefer. Used copies are fine (just be sure to pay attention to the editions and the ISBN numbers to make sure you have the correct books).

Technical Requirements:

1. This class assumes that all students will be actively using their **UAlbany e-mail account**. If you prefer to receive your e-mail through another account, make sure that you set up the proper forwarding protocol. Students must also have a valid student ID and logon credentials that allow them to access UAlbany library materials.
2. This course has an extensive course page on the **Blackboard system**. All course assignments must be completed through Blackboard. All course materials will be available through the Blackboard system, including links to required reading (see #3 below). I expect you to **CHECK BLACKBOARD REGULARLY** to make sure you understand what is expected of you.
3. Given the nature of the course, it is important that you stay up to date with all assignments. I strongly recommend that you set your course notifications in Blackboard so that you receive regular reminders for upcoming due dates.

It is your responsibility to ensure you have the required texts and access to the Blackboard system. Contact me immediately if you have any trouble with acquiring the books or accessing Blackboard.

Course Requirements and Grading:

Course grades are calculated as follows:

Homework Assignments:	30%
Midterm Examination:	15%
Annotated Bibliography:	30%
Final Examination:	20%
Class Engagement:	5%

Class Engagement:

This is an asynchronous, online class. Therefore, we do not have regular class meetings. Each student will, however, meet with me twice during the semester (for about 15 minutes each time). Class engagement consists of you keeping your appointment and showing up to the meetings prepared. These meetings will occur in Week 7 and Week 12 (see schedule below). Meetings will occur at a mutually arranged time either in my office on campus or via Zoom (whichever is most logical given each student’s situation). Detailed information about these meetings will be distributed via Blackboard in the coming weeks.

Lectures and Reading:

There are two types of video lecture captures: (1) lectures for all students; and (2) lectures specific to each language group. In addition to lectures, required reading also consists of: (1) readings required of all students; (2) readings specific to each of the language groups; and (3) web resource links for review. Watching the lecture captures and completing assigned reading is required. These are essential for completing homework, doing well on the examinations, and producing the required annotated bibliography.

Homework Assignments:

Each week there is required homework. Homework is due on Sunday each week as indicated in the schedule below. Late homework will be penalized according to the grading policies.

Homework assignments appear in the language group folders within each weekly module. Each has a prefix indicating which language and a number indicating when it falls in the semester schedule. Thus, CHW2, JHW2, and KHW2 refer to the second homework assignment of the semester for the China, Japan, and Korea groups respectively.

Examinations:

There is a midterm examination and a final examination to assess your progress in mastering research skills. You will receive study guides in advance of the examinations to help you prepare.

Annotated Bibliography:

The main research project for this class is the production of an annotated bibliography on a research subject chosen in consultation with me. The annotated bibliography will demonstrate your ability to identify quality sources and evaluate their relevance to your chosen project. Detailed instructions and grading standards will be available through Blackboard.

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. Please note that work never turned in counts as a zero (0).
2. Late bibliographies lose three points for each day late (thus a bibliography meriting a grade of 87 will receive an 81 if it is two days late). Late homework assignments lose 2 points for each day late.
3. I do not give make-up examinations or extensions unless you have an acceptable and documented excuse (e.g., illness or family emergency). Note that [New York State law Section 224-A](#) provides for reasonable accommodation for classes and assignments missed due to religious observances. If you anticipate missing some part of the course for religious observances, please notify me ahead of time, so we can make appropriate arrangements.
4. I will not consider requests for incompletes without a clearly documented and acceptable reason. Requests must conform to the University's regulations concerning course incompletes.
5. Plagiarism is using or purchasing the words or ideas of another and passing them off as one's own work. If a student quotes someone in any assignment (bibliography, homework, or examinations), that student must use quotation marks and give a citation. Paraphrased or borrowed ideas must be identified by proper citations. **Plagiarism will result, at the minimum, in a zero (0) for the assignment. I reserve the right to fail you for the course if I catch you plagiarizing or cheating on homework, tests, or the bibliography.** Note that copying a classmate's assignments also constitutes plagiarism and will be penalized accordingly. A full discussion of Academic Integrity and UAlbany regulations is available in the Undergraduate Bulletin: https://www.albany.edu/undergraduate_bulletin/regulations.html
6. If there are extenuating circumstances that you anticipate will unduly affect your work in the course, **it is your responsibility to speak with me IN ADVANCE.**

SEMESTER SCHEDULE

Key: VLC A# = Video Lecture Capture all students must watch. These appear in the Weekly Module root folder.

VLC I# = Video Lecture Captures required for each language group. These appear in your language-group subfolder within each Weekly Module folder. Each country has a specific file prefix: VLC C# for China-related lectures; VLC J# for Japan-related lectures; and VLC K# for Korea-related lectures.

“R All”: Readings required of all students and appears in the Weekly Module root folder.

RL = Readings required for each language group that appear in the language-group subfolder within each Weekly Module folder.

Week # (Dates)	Module	PowerPoint Lectures and Required Reading	Homework due (11:59 p.m. Sunday)
Week 1 8/22-8/28	Introduction: What is Research?	VLC A1: Course Introduction VLC A2: What is Research? R All: Readings on the Process of Research	Homework: What is Research?
Week 2 8/29-9/4	Sources: Libraries and the Internet	VLC A3: Academic Libraries VLC A4 (a and b): Books, Journals, and Databases VLC L1 Language-specific Databases R All: Readings on Locating Sources	Homework: Research Databases
Week 3 9/5-9/11	Nuts and Bolts: Citation and Formatting Research Papers	VLC A5: Citation and Plagiarism VLC A6: Research Paper Formatting VLC L2 Inputting East Asian Languages R All: Turabian Assignment	Homework: Citation Methods Complete: The University Library's "Plagiarism 101 Tutorial" and submit Tutorial Completion Credit Form
Week 4 9/12-9/18	Annotated Bibliographies and Evaluation of Sources	VLC A7: Bibliographies and Source Evaluation R All: <ul style="list-style-type: none"> • Turabian assignment • Annotated Bibliography Project Requirements • Review Source Evaluation Form RL: Scholarly Article for Evaluation	Homework: Article Evaluation

Week 5 9/19-9/25	Using East Asian Language Dictionaries	VLC A8 Character Dictionaries R All: Review Morohashi Radical Table VLC L3 East Asian Language Dictionaries and Sinitic Characters RL: Specific Readings in Language Group subfolders	Homework: Using a Character Dictionary
Week 6 9/26-10/2	Transliteration and Language Reform	VLC A9: East Asian Romanization VLC L4 East Asian Language Romanization VLC L5 Language Reform in East Asia RL: Reading on Romanization of specific East Asian languages. RL: Review Romanization web reference materials.	Homework: East Asian Language Reform and Transliteration
Week 7 10/3-10/9	MIDTERM	ARRANGED MEETING TO DISCUSS ANNOTATED BIBLIOGRAPHY	MIDTERM WINDOW: FRIDAY 10/7, 12:00 a.m. to 11:59 p.m.
Week 8 10/10-10/16	The Discipline of History	VLC A10: Historical Studies VLC L6: Historical Issues for specific East Asian countries RL: Readings on historical research about specific East Asian countries RL: Review country-specific web resources.	Homework: Historical Research
Week 9 10/17-10/23	Calendars and Historical Time	VLC A11: East Asian Calendars VLC L7: Timekeeping in East Asian Cultures RL: Readings on Calendars and Timekeeping in East Asian Cultures RL: Review web resource links.	Homework: Calculating Time

Week 10 10/24-10/30	Literature and Literary Studies	VLC A12: Literary Studies VLC L8: Literary Scholarship in East Asian Traditions RL: Review online resource links related to the literature of East Asian cultures.	Homework: Literature Annotated Bibliography Research Question
Week 11 10/31-11/6	Life Stories: Biography and Government Ranks	VLC A13 Life Stories and Biography VLC L9: Biographical information in specific cultures. RL: Review readings and web resources on country-specific biographical information.	Homework: Biography and Bureaucracy
Week 12 11/7-11/13	Lives of Contemplation: Religion and Philosophy	VLC A14: East Asian Religion and Philosophy RL: Review links to web resources on East Asian Religion and Philosophy ARRANGED MEETING TO DISCUSS ANNOTATED BIBLIOGRAPHY PROGRESS	Homework: Religion and Philosophy
Week 13 11/14-11/20	The Social Sciences and Statistics	VLC A15: Social Science and Digital Humanities in the Study of East Asia VLC L10: East Asian Approaches to Counting and Measurement R All: Reading on the nature of the social sciences. RL: Readings on Measurement in East Asian Countries	Homework: Measurement and Statistics
Week 14 11/21-11/27	HOLIDAY WEEK		ANNOTATED BIBLIOGRAPHY DUE
Week 15 11/28-12/4	Making Sense of the World: Geographical Knowledge	VLC A16: East Asian Geography RL: Review materials on country-specific geographical issues.	Homework: Geography
FINAL EXAMINATION WINDOW: THURSDAY, DECEMBER 8, 12:00 a.m. - 11:59 p.m.			

SUNY University at Albany Course Syllabus

Course: Exploring the Multicultural City - AGOG 321Y / AEAS321Y / ALCS321Y

Term: Spring 2021

Term Dates: February 1, 2021 – March 19, 2021

Campus: UAlbany Online (Virtual Campus)

Office Hours: By Appointment

Instructor Info:

Instructor Name: Amelia Barbadoro, JD, PhD

E-mail: abarbadoro@albany.edu

Credit Hours: 3

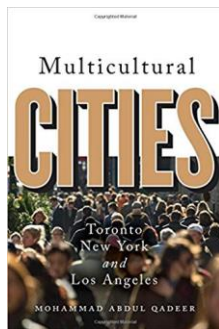
Prerequisites: N/A

Required Reading and Software:

1. **All students will need a computer with Internet access as well as access to Zoom and Blackboard to participate in this course.**
2. **Textbook: Multicultural Cities: Toronto, New York, and Los Angeles**

Author: Mohammed Abdul Qadeer
ISBN-10: 9781442630147
ISBN-13: 978-1442630147
Publisher: University of Toronto Press, Scholarly Publishing Division

**Please purchase your textbook immediate so that you can actively participate.



Course Description

This course will explore the human dimensions and implications of racial and ethnic diversity in urban cities. The course is designed to provide an examination of the broad construct of culture and explore how the characteristics of culture impact personal identity, geographic identity, access to education, social mobility, power and influence. The course explores geographical locations as cultural systems and questions concepts at the heart of multicultural interactions in living, learning and coexisting.

* This document may not be copied, changed, or utilized without the written consent of Professor Amelia Barbadoro.

Students are expected to:

- Participate in reflective discussions and explore their own feelings about, perceptions of, and experience with culture;
- Develop intellectual competencies spanning cultural and international boundaries; and
- Prepare to be more effective in diverse settings in order to more effectively influence and advocate for systemic change.

Course Outcomes

Throughout this course, students will have the opportunity to:

- Study the history of immigration in the United States and the effects of racial and ethnic diversity in urban environments;
- Assess the ways in which one's culture shapes their worldview, perception and roles within society;
- Examine the ways in which institutions perpetuate dominant cultural norms and access to education;
- Explore strategies that individuals and groups can develop to influence cultural norms; and
- Expand leadership capacity by examining concepts and theories of influence and power.

Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives;
2. Complete all required reading / writing assignments by due dates; and
3. Participate in the Discussion Board, based upon each week's instructions.

PARTICIPATION / DISCUSSION BOARD

(Weekly Posts: 30%)

Discussion Board Summary:

In an online course, participation occurs primarily through the “Discussion Board.” Students are expected to participate in class discussions through the Discussion Board every week. Personal illness, urgent family business, work-related issues, and similar occurrences will always be considered, but students must contact me, via email, prior to a due date to discuss why a post or assignment will be late.

The Discussion Board allows us to interact with one another – to “talk” to one another – even though we are not meeting in a live, on-ground classroom. This course is anchored in the belief that discussions are at the core of graduate learning, and also that cultural proficiency involves the ability to engage with others in challenging discussions about culture, equity and power.

Our challenge is to create RICH, VIBRANT discussions that help people:

- Articulate and, at times, reconsider their ideas;
- Make connections among varying aspects of a topic;
- Learn about new perspectives and new ways of connecting topics;
- Identify more clearly how arguments are supported or not supported; and
- Envision, articulate and consider solutions to identified problems.

Each of you has a vital role to play in creating rich, vibrant discussions. When you contribute to the Discussion Board, you should be guided by the question, “Is this adding to the creation of a discussion that advances our thinking and learning?”

Important: The nature of this course demands that the content is informative, current, and provocative. Our online discussions will be robust and engaging; however, they should also be courteous and respectful, even in disagreement. Please remember this requirement when you post.

Discussion Board Details:

- You will be counted as “present” for a class week, when you participate in that week’s Discussion Board. If you do not post at all, or you do not post substantive responses, you will either not be counted as having attended / participated in class that week, or you will be given partial credit.
- Discussion Board / Participation = 30% of total grade

Posting Expectations:

Posts (Primary and Secondary) are all expected to be **2-3 substantive paragraphs in length** and should reflect thoughtful analysis that supports your argument or opinion on the topic being discussed. You may submit extra posts to compensate if your first 3 posts are shorter than the requisite 2-3 paragraphs (in order to receive full credit for that week). Each post is due at the end of the day on the stated due date (11:59pm).

Posting Expectations, Cont.:

Each week, you are expected to:

- Post one “Primary Response” due by Thursday of each Week
A Primary Post = a Response to the professor’s “prompt” that will be provided each week.
 - In your Primary Post: You are expected to analyze, critique, and synthesize the anchor readings/videos and to discuss them in connection with one another. Pull out the key arguments/main points. This is different than summarizing.
 - At the end of your initial post, you will pose one or two questions that can launch a high-level discussion about the topics raised in the assigned materials. Do NOT ask questions that will yield a yes or no answer such as "Did you like the readings?"

- Post two “Secondary Responses” due by Sunday of each Week

Secondary Response = Response to another student’s post

NOTE: Final Week – Please view the Discussion Board post due dates, as they are different for our final week.

Note: Posts can include urls (links to websites), podcasts, or videos relevant to the topic and can reference external readings, news articles, etc. If you provide a link to an article, video or website in your post, you are expected to discuss that article in your post. Provide a short summary of the topic as well as a comment and/or questions for your classmates.

Note: I do not require any formal citation method within the Discussion Board. You do not need to list the sources referenced at the end of your posts. What I do ask is that you make clear to your readers what works you are referring to by naming the author and/or title. If you use a direct quote, give the page number in case a reader is interested in finding the quote.

Note: Posts should be thoughtful and courteous - even if you disagree with another individual’s post. Professional and respectful debate is encouraged; just be sure to always support your argument/assertion. Simply agreeing or disagreeing with a classmate’s post will not constitute a complete post. You are expected to explain why you agree or disagree. Posts that are just a few sentences long will not be given full credit.

IMPORTANT: I encourage you to connect the issues raised in the readings to real-life examples you’ve experienced, but also be sure to keep the discussion connected to the readings/video/lecture. Continue to refer back to the readings and videos, making connections between your thoughts and the writers’ thoughts. Keep them in the conversation, so to speak. Push the conversation to dig deeper into the readings/videos.

Grading of Discussion Board Posts:

Each post has a maximum value of 10 points.

- Excellent post = 10 points.
- Failure to post = 0 points
- Late posts can only earn up to 5 points maximum
- Posts that do not rise to the level of excellent, but offer some substantive value, will earn partial credit.

This means that there is a total of 30 Discussion Board points to be earned each week and 210 Discussion Board points to be earned for the entire course. At the end of the course, students' points from each week will be added up and your total points earned will be divided by the total point value possible to calculate your participation grade.

Discussion Board posts will be evaluated based upon:

- Demonstrated effort to initiate a good discussion by pushing classmates towards deeper thinking and understanding. Methods of doing this include, but are not limited to:
 - Asking questions that require classmates to clarify ideas or arguments;
 - Adding new information that broadens the way the topic is being discussed;
 - Connecting back to a key point in the readings;
 - Offering solutions to the problems that are arising in the discussion;
 - Respectfully disagreeing with each other, even if in the role of "devil's advocate."
- Demonstrated effort to serve as a facilitator.
 - Everyone needs to think of themselves as a facilitator in the discussion, rather than as a passive participant. Think of the role of the teacher in a traditional classroom discussion.
 - A facilitator:
 - Takes responsibility for the whole discussion;
 - Makes connections between people's posts;
 - Raises questions, challenges people;
 - Adds new insights; and
 - Reminds the group when they are getting off-task.
- Ability to provide substantive analyze, critique and synthesis that is related to the weekly topic and anchor readings/videos.

Course Grading / Evaluation Standards

For a final grade, course requirements will be weighted as follows:

Discussion Board Participation <i>Max of 30 points each week</i>	30%
Paper #1	20%
Thesis Statement (for final paper)	5%
Final Paper	25%
Group Presentation	20%
Total	100%

Submission of Work / Communication

Submitting assignments:

- In the Assignments folder, click on the View/Complete Assignment link to view each assignment.
- Attach your completed assignments there, and click Submit to turn them in.
- You are responsible for saving all assignments correctly, so you can turn them in electronically. You should be comfortable using word processing software, and have reasonable keyboarding skills. All assignments will require you to use word processing software. No assignments will be accepted in handwritten or hardcopy form. They must all be submitted digitally through the UAlbany blackboard system.

Communication:

- I encourage you to email me at any time.
- If you need to speak via telephone, please send me an email and we can arrange a date and time to speak.
- I will respond to all student inquiries within 48 hours – usually much sooner.

Grading Standards:

(Plus & minus grades indicate higher or lower standing within each letter grade)

A = Outstanding Achievement

Outstanding work in all respects – comprehensive, understanding, thoughtful and creative interpretations, well focused and original insights, well-reasoned commentary and analysis. Writing is clear, analytical, and organized. Arguments offer specific examples and concisely evaluate evidence.

B = Good Achievement

Work demonstrates complete and accurate understanding of course materials, presenting a reasonable degree of insight and a competent level of analysis with proper evidence. Writing is easy to follow and well structured.

C = Satisfactory Achievement

Work demonstrates adequate understanding but may be incomplete, vague or contains some important errors or weaknesses. Work may lack concrete, specific examples and illustration. Writing may be awkward or hard to follow. Arguments are unorganized, without specific examples or analysis.

D = Unsatisfactory Achievement

Work demonstrates a lack of understanding but fails to express basic aspects of the course. Work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Discussion Board participation is spotty, superficial, and/or disrespectful of others

* This document may not be copied, changed, or utilized without the written consent of Professor Amelia Barbadoro.

F = Failed

Work was not submitted or completed according to assigned parameters or completely failed to express the most basic and elementary aspects of the course.

Numerical grade equivalents:

95-100 = A

90-94 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

60-69 = D

> 60 = F

Late Assignments:

Late assignments will be accepted, but will be deducted one grade for every day the assignment is late (24 hours from 11:59 pm on the day the assignment is due). For example, an A paper, handed in one day late, would receive a grade of an A-. If handed in three days late, that same paper would receive a grade of B. **No assignment will be accepted more than 6 days late, unless special arrangements have been made with the instructor in advance of the original due date.**

Incompletes:

Incompletes are not available for this course. Please withdraw before the deadline if you are unable to complete this course.

Academic Honesty and Integrity Statement

As a community of scholars, the University at Albany has a special responsibility to integrity and truth. By testing, analyzing, and scrutinizing ideas and assumptions, scholarly inquiry produces the timely and valuable bodies of knowledge that guide and inform important and significant decisions, policies, and choices. Our duty to be honest, methodical and careful in the attribution of data and ideas to their sources establishes the foundations of our work. Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends. Every member of the community, including both faculty and students, shares an interest in maintaining academic integrity. For additional information about the the University's policy on academic honesty and integrity, please see:

https://www.albany.edu/undergraduateeducation/academic_integrity.php

Disability Accommodations

The Disability Resource Center is available to assist with academic accommodations. You can reach them at DRC@albany.edu or 518 442 5501 (via the Dean's Office). Please visit their webpage for the Reasonable Accommodation policy and other resources:

<https://www.albany.edu/disability/faculty-staff.shtml>

Religious Observance

Students who observe religious holidays that may interfere with the class schedule should inform me well in advance of anticipated absences to ensure that appropriate arrangements are made for the completion of course work.

Week	Dates	Topic	Assignments
1	2/1 – 2/7	<p align="center"><u>INTRODUCTION TO CORE CONCEPTS</u></p> <p><i>Understanding the concepts of equity, power and influence in a multicultural environment.</i></p>	<p align="center"><u>*Read course syllabus*</u></p> <p>Post an introduction of yourself on the Discussion Board</p> <p>Read Multicultural Cities: Toronto, New York, and Los Angeles (Chapters 1-3)</p> <p>View PPT</p> <p>Post 1 Primary Post (Due Thursday) & 2 Secondary Posts (Due Sunday)</p> <p align="center">PAPER #1 ASSIGNMENT PROVIDED THIS WEEK</p> <p align="center">PAPER #1 DUE NEXT WEEK</p> <p align="center">2/14 @ 11:59pm</p>
2	2/8 – 2/14	<p align="center"><u>WHAT DOES MULTICULTURALISM MEAN TO ME?</u></p>	<p>Read Multicultural Cities: Toronto, New York, and Los Angeles (Chapter 7 & 11)</p> <p>View PPT</p> <p>Post 1 Primary Post (Due Thursday) & 2 Secondary Posts (Due Sunday)</p> <p align="center">PAPER #1 DUE SUNDAY</p> <p align="center">2/14 @ 11:59pm</p>
3	2/15 – 2/21	<p align="center"><u>MULTICULTURAL EXPERIENCES DIVERSITY AND POLITICS</u></p>	<p>Read Multicultural Cities: Toronto, New York, and Los Angeles (Chapter 8 & 9)</p> <p>View PPT</p> <p>Post 1 Primary Post (Due Thursday) & 2 Secondary Posts (Due Sunday)</p> <p align="center">FINAL PAPER & THESIS STATEMENT ASSIGNMENTS PROVIDED THIS WEEK</p> <p align="center">THESIS STATEMENT DUE WEEK 4</p> <p align="center">(Sunday 2/28 @ 11:59pm)</p> <p align="center">FINAL PAPER DUE WEEK 6</p> <p align="center">(Sunday 3/14 @ 11:59pm)</p>

4	2/22 - 2/28	<u>THE CHALLENGES OF MULTICULTURALISM</u>	<p>Read Multicultural Cities: Toronto, New York, and Los Angeles (Chapters 5)</p> <p>View PPT</p> <p>Post 1 Primary Post (Due Thursday) & 2 Secondary Posts (Due Sunday)</p> <p>THESIS FOR FINAL PAPER DUE SUNDAY 2/28 @ 11:59pm</p>
5	3/1 – 3/7	<u>URBAN MULTICULTURALISM, GEOGRAPHY & ECONOMICS</u>	<p>Read Multicultural Cities: Toronto, New York, and Los Angeles (Chapters 4 & 6)</p> <p>View PPT</p> <p>Post 1 Primary Post (Due Thursday) & 2 Secondary Posts (Due Sunday)</p> <p>GROUP PRESENTATION GROUP ASSIGNMENTS PROVIDED THIS WEEK</p> <p>GROUP PRESENTATIONS ARE WEEK 7 (THURSDAY 3/18 or FRIDAY 3/19)</p>
6	3/8 – 3/14	<u>URBAN PLANNING MOVING FORWARD</u>	<p>Read Multicultural Cities: Toronto, New York, and Los Angeles (Chapter10)</p> <p>View PPT</p> <p>Post 1 Primary Post (Due Thursday) & 2 Secondary Posts (Due Sunday)</p> <p>FINALPAPER DUE SUNDAY 3/14 @ 11:59pm</p>
7	3/15 – 3/19	WORK GROUP PRESENTATIONS	<p>Group Presentations will be held on one day this week with attendance mandatory for all presentations on the day you are assigned.</p> <p>GROUP PRESENTATIONS Thursday 3/18 or Friday 3/19 7-8:30pm each day.</p> <p>Post 1 Primary Post (Due Wednesday) & 2 Secondary Posts (Due Friday)</p> <p>**Important: There are different Discussion Board posts due dates this week due to the shortened week.</p>

IMPORTANT TITLE IX NOTIFICATION

In addition to serving as a part-time Adjunct Professor, **I currently work full-time as Director of the Office of Equity and Compliance and Title IX Coordinator at the University at Albany.**

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities.

The SUNY-wide Sexual Violence Prevention and Response and Title IX Grievance Policies prohibit offenses defined as sexual harassment, sexual assault, intimate partner violence (dating or domestic violence), sexual exploitation, and stalking. These policies apply to the entire University at Albany community, including students, faculty, and staff of all gender identities. The University at Albany provides a variety of resources for support and advocacy to assist individuals who have experienced sexual offenses.

Confidential support and guidance can be found through:

- Counseling Center (518-442-5800, https://www.albany.edu/counseling_center)
- University Health Center (518-442-5454, https://www.albany.edu/health_center)
- Interfaith Center (518-489-8573, <https://www.albany.edu/spirituality/onCampus.shtml>)

Individuals at these locations will not report crimes to law enforcement or university officials without permission, except for in extreme circumstances, such as a health and/or safety emergency.

Additionally, the advocates at the University at Albany's Advocacy Center for Sexual violence are available to assist students (518-442-CARE, <https://www.albany.edu/advocacycenter>).

Sexual offenses can be reported non-confidentially to me, in my capacity as the Title IX Coordinator within The Office of Equity and Compliance (518-442-3800, <https://www.albany.edu/equity-compliance>, Hudson Building, Room 117) and/or the University Police Department (518-442-3131, <http://police.albany.edu>).

Faculty members are considered "Responsible Employees" at the University at Albany, meaning that they are required to report all known relevant details about a complaint of sexual violence to the University's Title IX Coordinator, including names of anyone involved or present, date, time, and location. If you report an incident of sexual violence at any point during this course, I am mandated to refer that report to my office to be addressed as required by the Sexual Violence Response Policy.

In case of an emergency, please call 911.

Zen Buddhism

AEAS/AREL 357 (3 credits)

University at Albany, SUNY: Fall 2020



(Statue of Bodhidharma at Kenninji in Kamakura, Japan. Photo by Aaron Proffitt)

Class Time and Place: Asynchronous/Fully Online

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

Office Hours Time and Place: Online synchronous office hours will be held weekly through Zoom. See “Announcements” page on Blackboard for more information.

Course Description

Widely known by its Japanese name, Zen (Chan in Chinese, Seon in Korean, Thien in Vietnamese) is one of the most influential forms of Buddhism in the world. As Zen has continued to grow in popularity and influence in the Western world, it is also one of the most misunderstood products of East Asian culture. In this course, students will survey the history of Zen Buddhism, from its early development in China to its introduction to the US. Readings will consist of Buddhist texts in translation as well as English language works by contemporary Zen masters and scholars. There are no prerequisites. All are welcome.

Learning Objectives

- Students will examine the history of Zen Buddhism in East Asia through the lens of the critical-historical academic study of religion.
- Students will learn how to read Zen Buddhist texts critically, attentive to implicit and explicit discursive and rhetorical goals and agendas.
- Students will analyze the relationship past academic and sectarian agendas and their impact upon the description and analysis of religion today.
- Students will design and write substantial original research papers that reflect close textual analysis and familiarity with cutting edge research on their chosen topic.

Required Materials

- All texts and films are available through our course Blackboard site.

Grading

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

- **Weekly Discussion Board Posts and Replies 50%**
- **Papers 50%**

Discussion Board and Participation (50%)

- Each week we will work through a Module. Each module contains lectures, readings, and sometimes audio and video resources. Students will work through each module at their own pace, and turn in (1) discussion board post and (1) reply to the post of a classmate. Posts and replies should each be about 250-500 words in length and draw upon and synthesize a variety of sources from each module. Posts and replies must cite sources. **Discussion board posts and replies for a particular module are due Sunday nights, before the next module begins.** Prompts will sometimes be provided as guidelines for the discussion, but you are not obligated to answer all of or any of them.

Research Papers (50%)

- Mid-Term Paper,
 - 5-8 pages
 - Due date: 10/09-10/12
- Final Paper
 - 8-10 pages
 - Due date: 11/30-12/07
- As this is an upper division humanities class focused on the close reading of primary texts and essay writing. Papers may cover issues discussed in lectures, readings, podcasts, films, and other media. No outside sources are permitted unless specifically recommended by professor. Additional paper guidelines will be distributed to the class.

Accommodations 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>

- We are in the middle of a global pandemic, a major economic downturn, and many of us may be impacted by ongoing civil unrest. If you need additional accommodations, do not hesitate to reach out to me and/or the UAlbany Counseling Center for help (https://www.albany.edu/counseling_center/).

Plagiarism

- “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

Course Schedule

Module 1: Introduction to Buddhism (08/24-08/28)

- Lecture: Why Study Zen Buddhism?
- Watch: PBS, The Buddha
- Lecture: Life and Teachings of Buddha
- Readings: *Buddha-Dharma*, Gatha (xxiii-iv); 3-42

Module 2: Chinese Religion and Philosophy (08/31-09/04)

- Lecture: Early Chinese Religion: Confucianism, Daoism, and Chinese Popular Religion
- Readings: Teiser, “Spirits of Chinese Religion”; **Read the text passages found in the lecture 2 slides.
- Video: Conversation with Terry Kleeman and Michael Puett
<https://www.youtube.com/watch?v=YNYFgEUzHwk>
- Podcast: New Books Network: Celestial Masters
<https://newbooksnetwork.com/terry-kleeman-celestial-masters-history-and-ritual-in-early-daoist-communities-harvard-up-2016/>

Module 3: Mahayana Buddhism (09/07-09/11)

- Lecture: The Mahayana Tradition
- Readings: *The Lotus Sutra*, Chapters 3 and 25; *The Heart Sutra*; “The Sutra on the Visualization of the Buddha of Infinite Life,” In *Three Pure Land Sutras*
- Watch: To the Land of Bliss

Module 4: Buddhist Meditation Traditions and Early Chan Buddhism (09/14-09/18)

- Lecture 1: Proto-Chan and Bodhidharma
- Reading 1: Bodhidharma; Teachings of the Fourth Chan Patriarch

- Lecture 2: Early Chan
- Reading: *Platform Sutra*

Module 5: Classical Chan (09/21-09/25)

- Lecture 1: Metropolitan Chan
- Reading 1: "Record of Linji," in *Three Chan Classics*
- Lecture 2: Classical Chan
- Reading 2: Read: "Women's Gate," in *Three Chan Classics*

Module 6: Seon in Korea (09/28-10/02)

- Lecture 1: Early Korean Buddhism
- Reading 1: Wonhyo, *skim the introduction, and read: "Awaken Your Mind and Practice"
- Lecture 2: Korean Seon Buddhism
- Reading 2: Chinul, *skim the introduction, and read: "Admonitions to Neophytes"
- Lecture 3: Later Seon Buddhism
- Reading: Hyujeong, *skim the introduction, and read: "Seon-Gyogyoel (Resolutions of [the Differences Between] Seon and Doctrine)"

Module 7: Zen in Japan (10/05-10/09)

- Lecture 1: Rinzai and Early Japanese Zen
- Reading 1: Eisai, *read the introduction, and skim: "A Treatise on Letting Zen Flourish to Protect the State," in *Zen Texts*
- Lecture 2: Dōgen and Sōtō Zen
- Reading 2: Dōgen, *Lancet of Seated Meditation* (Blackboard)
- Reading 3: Bendowa, *In Shobogenzo 1*
- Film: *Zen*

Mid-Term Paper Due: 10/09-10/12

Module 8: Late-Medieval, Early-Modern, and Modern Zen in Japan (10/12-10/16)

- Lecture 1: Zen in Late Medieval Japan
- Lecture 2: Tokugawa Zen
- Lecture 3: Zen Modernism
- Reading: Hakuin
- Film: *A Zen Life*

Module 9: Seon Today (10/19-10/23)

- Lecture: Modern Korean Buddhism
- Reading: Kim Iryop
- Youtube: Hwansan Sunim
- Film: *Zen Buddhism: In Search of Self*

Module 10: Chan Today (10/26-10/30)

- Lecture: Modern Chinese Buddhism
- Readings: Guo Gu; Yifa
- Youtube: Shengyen

Module 11: Thien Buddhism (11/02-11/06)

- Lecture: Vietnamese Buddhism
- Readings: Thich Nhat Hahn; Sister Chang

- Film: Walk With Me

Module 12: Zen in the US 1 (11/09-11/13)

- Lecture: Zen and the 60s
- Readings: Watts, Beat Zen, Square Zen; Suzuki, Zen Mind, Beginners Mind
- Youtube: Mushim Ikeda

Module 13: Zen in the US 2 (11/16-11/20)

- Lecture: Zen and BLM
- Readings: bell hooks; angel Kyodo williams
- Youtube: angel Kyodo williams

Module 14: What is Zen? (11/23-24)

- Day 40: Watch: Souls of Zen

Final Paper Due: 11/30-12/07

Topics in East Asian History, Literature, and Culture

Topic: Buddhism and the Afterlife: Pure Land

Buddhism

AEAS 389 (3 credits) / University at Albany, SUNY: Spring 2021



Meeting Times and Location: TTH, 1:30am-11:50am, LC0003A

Instructor: Aaron P. Proffitt, PhD

Email: aproffitt@albany.edu

Office Hours Time and Location: MW 1-2pm via Zoom, and by appointment

COURSE DESCRIPTION

The concept of rebirth in a “Pure Land,” a world apart from our own that is currently inhabited by a living Buddha, is fundamental to Mahayana and East Asian Buddhist theories of death, rebirth, and meditation. Though quite possibly the most widely practiced form of Buddhism in the world, Pure Land Buddhism continues to be understudied and under theorized in the academic study of Buddhism in the West. In this class, we will examine the diversity of Buddhist approaches to Pure Lands, as well as theories of the afterlife and meditation, through a survey of Buddhist texts, images, and material culture. While a background in Asian cultural, historical, or religious studies will be an asset, there are no prerequisites for this class. All are welcome.

REQUIRED TEXTS

***There are no required texts for this class. All readings are either freely available online or posted to our Blackboard site.

Learning Objectives

- Students will examine the history of Pure Land Buddhism in East Asia through the lens of the critical-historical academic study of religion.
- Students will learn how to read Pure Land Buddhist texts critically, attentive to implicit and explicit discursive and rhetorical goals and agendas.
- Students will analyze the relationship past academic and sectarian agendas and their impact upon the description and analysis of religion today.
- Students will design and write substantial original research papers that reflect close textual analysis and familiarity with cutting edge research on their chosen topic.

Grading

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

Participation (25%)

Presentations (25%)

Mid-Term (25%)

Final Paper (25%)

Presentations

Each class period, between one and three students will present their own reactions to key passages from the text. Presentation dates will be assigned within the first two weeks of class, and should be understood not as a test on the reading, but as an opportunity for students to lead discussion and engage one another. Presenters will be asked to provide a handout summary of their assigned reading that includes discussion questions. Research and resources employed for these presentations must be limited to the assigned readings and other course materials.

Mid-term and Final Papers

There are two writing assignments for this class. The Mid-Term paper will be 5-8 pages in length, and the Final Paper will be 10-15 pages in length. Each student will select their paper topics in consultation with the instructor, and write a one-page research proposal. All research for these papers must be limited to the assigned readings and other course materials.

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

Disability Accommodations

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>

Course Schedule

Week 1: Introduction to Buddhism (08/23-08/27)

- Lopez, “Buddhism, In the World of the Buddha”
- To the Land of Bliss (Film)

Week 2 Introduction to Buddhism II (08/30-09/03):

- Selections from *The Lotus Sutra*
- Selections from *The Vimalakirti Sutra*

Week 3: Mahayana Foundations (09/06-09/10)

- *The Three Pure Land Sutras*, “The Larger Sutra,” 1-30 (Part I).
- Fujita, Kotatsu. “Pure Land Buddhism in India.” In *The Pure Land Tradition*, edited by James Foard, et. al., 1-42. Berkeley: Jain Publishing Company, 2006.

Week 4: Larger Sutra, Continued (09/13-09/17)

- *The Three Pure Land Sutras*, “The Larger Sutra,” 31-62 (Part II).
- Schopen, Gregory. “Sukhāvātī as a Generalized Religious Goal in Sanskrit Mahāyāna Sūtra Literature.” *Indo-Iranian Journal* 19 (1977): 177-210.

Week 5: The Visualization Sutra (09/20-09/24)

- *The Three Pure Land Sutras*, “The Visualization Sutra,” 63-88.
- Fujita, Kotatsu. “The Textual Origins of the Kuan wu-liang-shou fo ching.” In *Chinese Buddhist Apocrypha*, edited by Robert Buswell, Jr., 149-173. Honolulu: University of Hawaii Press, 1990.

Week 6: Pure Land Buddhism in India (09/27-10/01)

- *The Three Pure Land Sutras*, “The Smaller Sutra,” 89-96.
- Nattier, Jan. “The Realm of Aksobhya: A Missing Piece in the History of Pure Land Buddhism.” *Journal of the International Association of Buddhist Studies* 23.1 (2000): 71-102.
- Harrison, Paul. “Women in the Pure Land: Some Reflections on the Textual Sources.” *Journal of Indian Philosophy* 26 (1998): 553-572.

Week 7: To See the Buddhas of the Present... (10/04-10/08)

- *The Pratyupanna Samadhi Sutra*
- Harrison, Paul. “Buddhānusmṛiti in the Pratyutpanna-buddha

sammukhāvasthita-samādhi sutra.” *Journal of Indian Philosophy* 6 (1978): 35-57.

Week 8: Chinese Pure Land Buddhism (10/11-10/15)

- ***No class 10/12***
- Stevenson, Daniel. “Pure Land Buddhist Meditation and Worship in China.” In *Buddhism in Practice*, edited by Donald S. Lopez, Jr., 359-379. Princeton: Princeton University Press, 1995.
- Tanluan

Mid-Term Paper: Due 10/15 at 11:59PM

Week 9: Chinese Pure Land Buddhism II (10/18-10/22)

- Shandao
- Amoghavajra

Week 10: Pure Land Zen (10/25-10/29)

- Sharf, Robert. “On Pure Land Buddhism and Ch'an/Pure Land Syncretism in Medieval China.” *T'oung Pao* 88.4-5 (2003): 282-331. (On Blackboard)
- Pure Land Zen, Zen Pure Land, Letters from Patriarch Yin Kuang, 19-106. http://www.buddhanet.net/pdf_file/yin_kuang.pdf

Week 11: Korean Pure Land (11/01-11/05)

- Collected Works of Korean Buddhism 1: 元曉 Wonhyo, Selected Works, 39-41, 140-209, 215-218.
- Collected Works of Korean Buddhism 2: 知訥 Chinul, Selected Works, ii, 90-92, 119-120, 160-194 (and footnote 67).
- Collected Works of Korean Buddhism 3: 休靜 Hyujeong, Selected Works (On Blackboard), 117-126, 216-217, 218-221, 226-230, 242-243, 314-317.

Week 12: Japanese Pure Land Buddhism (11/08-11/12)

- Honen
- Shinran

Week 13: Japanese Esoteric Pure Land Buddhism (11/15-11/19)

- Proffitt, Dōhan, Himitsu nenbutsu shō (On Blackboard)
- Inagaki Hisao. “The Esoteric Meaning of ‘Amida’ by Kakuban.” *Pacific World Journal* 10 (1994): 102-115. (On Blackboard)
- Morrell, Robert E. “Shingon’s Kakukai on the Immanence of the Pure Land.” *Japanese Journal of Religious Studies* 11.2-3 1984: 195-220. (On Blackboard)

Week 14: Pure Land Buddhism in Tibet (11/22-11/26)

- ***No Class 11/25***
- Silk, Jonathan A. “The Virtues of Amitābha, A Tibetan Poem from Dunhuang.” *Ryūkoku daigaku Bukkyō bunka kenkyūjo kiyō* 32 (1993): 1-109.

Week 15: Pure Land Buddhism in the US (11/29-12/03)

- Hickey, Shannon Wakoh, “Two Buddhisms, Three Buddhisms, and Racism,” *Journal of Global Buddhism* 11 (2010): 1-25.
<https://www.globalbuddhism.org/jgb/index.php/jgb/article/view/112>
- Kyte, Lindsay, “This Land is Pure Land: The Buddhist Churches of America”
<https://www.lionsroar.com/this-land-is-pure-land-the-buddhist-churches-of-america/>
- Mitchell, Scott, “Shin Buddhism is American Buddhism” <https://www.lionsroar.com/shin-buddhism-is-american-buddhism/>
- Nakai, Patti, “Get Real,” *Tricycle* (Spring 2013) <https://tricycle.org/magazine/get-real/>

Final Paper Due: ***

Readings in Buddhist Texts: *The Lotus Sutra*

AEAS/AREL 450 (3 Credits)
University at Albany, SUNY: Spring 2021
Fully Online and Asynchronous



- Professor Aaron P. Proffitt, PhD (aproffitt@albany.edu)
- Office Hours Time and Place: Tuesdays and Thursdays 12:00PM-1:00PM via Zoom, and by appointment

Course Description

The *Lotus Sutra* is one of the most important and influential texts in the history of East Asian culture. In this course we will read this Mahayana Buddhist text and recent scholarship on its impact and interpretation in India, China, and Japan. The academic study of the *Lotus Sutra* provides a fascinating window into premodern and contemporary East Asian Buddhist culture. All readings are in English. There are no prerequisites. All are welcome.

Required Texts

- Donald S. Lopez, Jr., and Jacqueline I. Stone. *Two Buddhas Seated Side by Side: A Guide to the Lotus Sutra* (Princeton: Princeton University Press, 2019). ISBN-13: 978-0691174204

Learning Objectives

- Students will examine the *Lotus Sutra* through the lens of the critical-historical academic study of religion.
- Students will learn how to read Mahayana Buddhist sutra literature critically, attentive to implicit and explicit discursive and rhetorical goals and agendas.
- Students will analyze the relationship past academic and sectarian agendas and their impact upon the description and analysis of religion today.
- Students will design and write substantial original research papers that reflect close textual analysis and familiarity with cutting edge research on their chosen topic.

Recommended Texts

- Leon Hurvitz, trans., *Scripture of the Lotus Blossom of the Fine Dharma (The Lotus Sutra)*
ISBN-13: 978-0231148955
- Stephen F. Teiser and Jacqueline I. Stone, eds., *Readings of the Lotus Sutra*
ISBN-13: 978-0231142892
- Donald S. Lopez, Jr., *The "Lotus Sūtra": A Biography*
ISBN-13: 978-0691152202
- Jacqueline I. Stone, *Original Enlightenment and the Transformation of Medieval Japanese Buddhism* (University of Hawaii Press, 1999).
ISBN-13: 978-0824827717

Grading Scale

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

Weekly Discussion Board Participation (50%)
Mid-Term Paper (25%)
Final Paper (25%)

Discussion Board Participation (50%)

- Each week we will work through lectures, readings, and sometimes audio and video resources. As this course is asynchronous and fully online, students will work through each week's material at their own pace, and turn in at least one substantial original discussion board post and at least one reply to a classmate. Each post and reply should be about 250-500 words in length and draw upon and synthesize a variety of sources from the week. Posts and replies must cite sources. Discussion board posts and replies are due by Sunday night, before we begin the next week's material.
- **Discussion Board Grading Rubric:**
 - A = at least one substantial original post and at least one substantial reply to a classmate, each 250-500 words in length, cites and synthesizes course material,

demonstrates a high level of engagement with material and contributes to ongoing class conversation

- B = at least one substantial original post and one reply to a classmate, each at least 250-500 words in length; cites and synthesizes course material, demonstrates engagement with material
- C = at least one substantial original post and one reply to a classmate, each at least 250-500 words in length; limited citation or synthesis of course material
- D = Assignment incomplete, contributions are either too short, or do not demonstrate engagement with course material.
- F = Assignment incomplete, either original post or reply, or both, are missing.

Mid-term Paper (25%) and Final Paper (25%)

- This is an upper division humanities class. This means I expect that each of you have already mastered the basics of college level writing and composition. In this class you will write substantial papers based in your close reading and analysis of *The Lotus Sutra* and other assigned materials. If you are not prepared for upper division writing, please consider taking this course later in your college career.
- Mid-term: 5-8 pages, 12 font, double spaced
- Final: 10-15 pages, 12 font, double spaced
- Footnotes and Bibliography: Chicago Style Citations
http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html
- **No outside material**: Do not use outside material unless specifically recommended by professor.

Accommodations for Students with Documented 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

Week 1 (02/01-02/05)

Lopez, Norton Anthology of World Religions: Buddhism, "Introduction: in the World of the Buddha."

Week 2 (02/08-02/12)

Lopez and Stone, Author's Introduction and Chapter 1

The Lotus Sutra, Chapters 1

Podcast: "How to Read the Lotus Sutra" <https://tricycle.org/podcast/guide-to-the-lotus-sutra/>

Week 3 (02/15-02/19)

Lopez and Stone, Chapter 2

The Lotus Sutra, Chapters 2

Podcast: The Life of the Lotus Sutra: <https://mi.byu.edu/mip-60-lopez/>

Week 4 (02/22-02/26)

Lopez and Stone, Chapters 3-4

The Lotus Sutra, Chapters 3-4

Lopez, "What Actually Happens in the Lotus Sutra?" <https://www.lionsroar.com/what-happens-in-the-lotus-sutra-unpacking-the-events-in-this-famous-buddhist-scripture/>

Week 5 (03/01-03/05)

Lopez and Stone, Chapters 5-6

The Lotus Sutra, Chapters 5-6

Week 6 (03/08-03/12)

Lopez and Stone, Chapter 7, and Chapter 8-9

The Lotus Sutra, Chapters 7-9

Week 7 (03/15-03/19)

Lopez and Stone, Chapter 10-11

The Lotus Sutra, Chapters 10-11

Week 8 (03/22-03/26)

Lopez and Stone, Chapter 12-13

The Lotus Sutra, Chapters 12-13

Mid-Term Paper Due (03/26-03/29)

Week 9 (03/29-04/02)

Lopez and Stone, Chapter 14-15

Week 10 (04/05-04/09)

Lopez and Stone, Chapter 16, and Chapter 17-18

The Lotus Sutra, Chapters 16-18

Week 11 (04/12-04/16)

Lopez and Stone, Chapter 19, 20, and 21-22

The Lotus Sutra, Chapters 19-22

Week 12 (04/19-04/23)

Lopez and Stone, Chapter 23, Chapter 24-25, and Chapter 26

The Lotus Sutra, Chapters 23-26

Week 13 (04/26-04/30)

Lopez and Stone, Chapters 27 and 28

Week 14 (05/03-05/07)

Tamura Yoshirō. “Japanese Culture and The Tendai Concept of Original Enlightenment” (On Blackboard)

Jacqueline I. Stone, “Medieval Tendai Hongaku Thought and the New Kamakura Buddhism” (On Blackboard)

Jacqueline Stone, “From Buddha Nature to Original Enlightenment”

<https://conference.tsadra.org/session/from-buddha-nature-to-original-enlightenment-contemplating-suchness-in-medieval-japan/>

05/10-05/11 Last Day of Class

Nichiren, *Rissho Ankoku ron* (Blackboard)

Jacqueline I. Stone, “Placing Nichiren in the ‘Big Picture’”

Jacqueline Stone, “Nichiren’s Activist Heirs” (Blackboard)

Final Paper Due (05/12-05/15)

EAS 490 (9380)
East Asian Studies Research Capstone
(3 Credits)
Spring 2022

Meets WF 1:10 - 2:30 p.m. in Physics 123.

Associate Professor Anthony DeBlasi

Office: Humanities 244

E-mail: adeblasi@albany.edu (best contact method)

Office Phone: 518-442-5316 (checked sporadically)

Office Hours: W 2:45 - 4:15 p.m.; F 11:00 a.m. - 12:30 p.m.; and by appointment.

Undergraduate Bulletin Course Description:

This course is a research seminar in which students develop a personal research project in the area of Chinese Studies, Japanese Studies, or East Asian Studies (depending on the student's major). The ultimate product will be an extended research paper. To complete the paper, students will work on preparatory work such as outlining and producing multiple drafts. To maximize opportunities for constructive feedback, students will periodically present their work to the seminar. Prerequisite(s): A EAS 305.

Required Text:

Turabian, Kate et al. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Chicago: Chicago University Press, 2018. ISBN-13: 978-0226430577.

Other required readings will be posted on Blackboard.

The Mission for this Class:

More than anything else, the bachelor's degree signifies the ability to formulate a research question and provide an argument that answers that question coherently using collected evidence. That process - from question to evidence to argument to articulation - is what we call "research." This class is designed to help you master that process in the pursuit of a research project that interests you in the broad field of East Asian Studies.

If you undertake the course activities seriously and diligently, you will end the semester with a piece of research of which you can be proud.

Hard Work:

Make no mistake research is never easy. Completing your research project will take significant work. You will end the semester with a **TWENTY PAGE PAPER (approximately 6000 words)**. You will spend long hours reading, and you will engage in numerous writing exercises as you develop your research question and secure needed sources. There will be dead ends and necessary shifts of direction along the way. If you undertake these as part of the quest (think of it as an adventure game), you will find the time is well worth it. If, however, you try to cram chores in at the last minute or skip the necessary steps along the way, you will be miserable, and the quality of your final research paper will suffer (along with your grade).

Course Requirements:

Your final grade rests heavily on the final version of your research paper, but that is not the only factor in the grade. The final grade will consist of the following components:

Attendance, Class Presentations, and Section Drafts:	15%
Research Proposal:	10%
Bibliographic Essay:	10%
Peer Reviews:	10%
Research Paper First Draft:	15%
Research Paper Final Draft:	40%

Guidelines for these assignments are contained in the course “cookbook” that will be distributed in class and through Blackboard.

Grading System:

The course employs two types of grading:

1. Three-level Grading:

- Check plus, Check, or Check minus corresponding to 95, 85, or 75 (A, B, or C). Work never submitted counts as zero (0).
- Applies to:
 - Attendance, Presentations, and Section Drafts
 - Outlines and Thesis Statements
 - Peer Review Reports
 - PowerPoint Presentation

2. 100-point Scale Grading:

- 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 submitted counts as a zero (0).
- Applies to:
 - Bibliographic Essay
 - Proposal
 - Full First Draft
 - Final Draft

General Grading Policies:

- Late papers lose one grade level for each class session that they are late (i.e., a check plus assignment will receive a check if it is a class session late, and an 88-point assignment will receive 85 if one class session late).
- Extensions are only granted for an acceptable and documented excuse (e.g., illness or family emergency). Note that [New York State law Section 224-A](#) also provides for reasonable accommodation for classes and assignments missed due to religious observances. If you anticipate missing some part of the course for religious observances, please notify me ahead of time, so we can make appropriate arrangements.

- Requests for incompletes are only considered if they (1) conform with university policy, (2) are for an acceptable reason; and (3) are accompanied by clear documentation. Consult the Undergraduate Bulletin for regulations concerning Incomplete grades.

Academic Integrity:

- **Plagiarism** and all other forms of cheating will result, *at the minimum, in a zero (0) for the assignment*. Because cheating is inherently unfair to classmates, **I reserve the right to fail you for the course** if I catch you plagiarizing on any assignment.
- **DEFINITION: Plagiarism** is using or purchasing the words or ideas of another and passing them off as one's own work in any assignment. If you quote someone in an assignment, you must use quotation marks and provide a source citation. You must also identify paraphrased language and borrowed ideas with proper citations. A full discussion of the University's expectations for academic integrity, with examples of what constitutes cheating and its possible consequences, is available in the Undergraduate Bulletin:
https://www.albany.edu/undergraduate_bulletin/regulations.html

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: take notes, participate in exercises, and contribute to discussions.
4. Express your reactions to your peers in respectful and constructive terms.
5. Do **NOT** use electronic devices during class for anything unrelated to class.
6. **Unauthorized reproduction of any course material or uploading it to any website is a form of theft. This includes audio or video files from class sessions. If you violate this policy, I will report you to the Dean for Undergraduate Studies and impose an appropriate penalty.**

DAILY SCHEDULE:

In the table below, you will find the detailed course expectations. Each day's general topic appears in the second column. What we will be doing during class that day appears in the third column. What you need to prepare **BEFORE** that class appears in the fourth column.

Date	Topic	Class Activity	Required Preparation
WEEK 1: What is a Capstone? or, "Learning to Fly"			
1/26 (W)	Course Introduction	Course Purpose and Organization Self-Introductions Free write: Past paper experience	
1/28 (F)	The Research Process	Discussion: Lipson Reading	Assigned Reading: Charles Lipson, <i>How to Write a B.A. Thesis</i> , 1 st ed., pp.66-77 (Chapter 4 excerpt). General Task: Topic Brainstorm
WEEK 2: Refining Topics, or You've Got Questions, and You'll Have Answers			
2/2 (W)	Topic Exploration	Discussion: Turabian Reading Presentation: Initial Topic Ideas	Assigned Reading: Kate L. Turabian et al., <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i> , chapters 1 and 2 (pp.5-24). Prepare: Topic ideas

2/4 (F)	Research Questions and Sources	<p>Mini-Lecture: Research Questions and Sources</p> <p>Report: Faculty Meeting</p> <p>Discussion: Eco Reading</p>	<p>Assigned Reading:</p> <p>Turabian, <i>A Manual for Writers</i>, Chapters 3, pp.25-37</p> <p>Umberto Eco, <i>How to Write a Thesis</i>: “3.2.4: An Experiment in the Library of Alessandria,” pp.79-103.</p> <p>General Task: Consult Faculty Member on Topic Bibliography</p>
WEEK 3: Bibliographies, or “Just Take a Look, It’s in a Book”			
2/9 (W)	Categorizing Sources	<p>Discussion: Turabian reading.</p> <p>Presentation: Report on reading</p>	<p>Read: Turabian, <i>A Manual for Writers</i>, Chapters 4 and 16 (pp.38-50 and 149-168).</p> <p>General Task: Background Reading</p>
2/11 (F)	Thesis Crafting	<p>Mini-Lecture: Thesis Crafting</p> <p>Discussion: Bibliography progress</p>	<p>Katherine Antonova, <i>The Essential Guide to Writing History Essays</i>, pp.17-29 (Chapter 2 “What is Academic Writing”).</p> <p>Writing Task: Preliminary Bibliography</p>
WEEK 4: Research Proposal, or “Why Should I Care?”			
2/16 (W)	Proposal	<p>Discussion: Assigned Reading</p> <p>Presentation: Initial Thesis Statement</p>	<p>Assigned Reading: Lipson, <i>How to Write a B.A. Thesis</i>, pp.77-80 (Chapter 4 excerpt).</p> <p>Writing Task: Initial Thesis Statement</p>
2/18 (F)	Proposal	Presentation: Proposal	Writing Task: Proposal
WEEK 5: Thinking Logically, or “Just Put One Foot in Front of the Other”			

2/23 (W)	Outlining: Breaking Topics into Logical Sections	Mini-Lecture: Outlining Presentation: State of the Bibliography	Assigned Reading: Eco, <i>How to Write a Thesis</i> , pp.107- 115 (Chapter 4 excerpt). Writing Task: Bibliographic Essay
2/25 (F)	Outlining	Presentation: Rough Outline	Writing Task: Rough Outlines
WEEK 6: Writing Well, or “Think About the Words that You’re Using”			
3/2 (W)	Individual Consultations	Consultations	Prepare: Plan for Section Drafting General Task: Proposal Revision and Continued Reading
3/4 (F)	Style and Drafting	Mini-Lecture: Drafting Discussion: Strunk and White	Assigned Reading: Strunk and White, <i>The Elements of Style</i> , 4 th ed., pp.15-33 (Chapter II “Elementary Principles of Composition”) Writing Task: Revised Thesis Statement and Proposal
WEEK 7: Peer Reviewing, or “You’ve Got a Friend”			
3/9 (W)	Peer Reviewing	Mini-Lecture: Peer Reviews	
3/11 (F)	Format	Mini-Lecture: Research Paper Formatting and Apparatus Presentation: Report on Draft Section I	Assigned Reading: Skim Turabian, <i>A Manual for Writers</i> , Chapter 17 (pp.169-222) Writing Task: Section Draft I
WEEK 8: “These Vacations Are Made for Writing”			
3/16 (W)	Spring Break	No Class	General Task: Continued Drafting
3/18 (F)	Spring Break	No Class	General Task: Continued Drafting
WEEK 9: Drafting, or “You’re in the Trenches Now”			
3/23 (W)	Individual Consultations	Consultations	Peer Review Report: Section Draft I Writing Task Section Draft II
3/25 (F)	No Class	No Class	

WEEK 10: Returning to the Big Picture, or “Don’t You Want Somebody to Read It”			
3/30 (W)	Introductions and Conclusions	Mini-Lecture: Framing Papers	Peer Review Report: Section Draft II
4/1 (F)	Writing Adjustments	Presentation: Report on Drafting Sections II and III	Writing Task: Section Draft III
WEEK 11: Revising, or “It’s Getting Better All the Time”			
4/6 (W)	Writing Adjustments	Presentation: Outline and Thesis Statement	Peer Review Report: Section Draft III Writing Task: First Draft Outline and Thesis Statement
4/8 (F)	Revision	Mini-Lecture: Revision Strategies Presentation of Issues	General Task: Work on Full First Draft
WEEK 12: Keeping the Momentum, or “You’ve Got Rhythm!”			
4/13 (W)	Individual Consultations	Consultations	Writing Task: Full First Draft Due
4/15 (F)	Mid-Climb Break	Discussion of First Drafts	Peer Review Report: Full First Draft
WEEK 13: Presenting Research, or “I’ve Got Something to Say”			
4/20 (W)	Presenting Research	Mini-Lecture: Principles of PPT Design	General Task: Revision of Full First Draft
4/22 (F)	CURCE Undergraduate Conference	Conference Attendance	Writing Task: Final Research Paper PowerPoint
WEEK 14: Developing Projects, or “The Long and Winding Road”			
4/27 (W)	Research and Next Steps	Discussion: Extending Research Projects	Writing Task: Final Draft Due
4/29 (F)	Research Process Debrief	Discussion: Research Process	
WEEK 15: “Looks Like We Made It”			
5/5 (W)	Course Debrief	Discussion: Course Design	

EAC 101: Elementary Chinese 1 初级中文

Blended Class [4 credits]

(Two 80-minute classes a week, go to the **classroom**)

(A day with 50-55 minutes of online activities a week, go to the **Blackboard**)

Welcome!

This is the course description and class syllabus for Elementary Chinese 1 (AEAC 101). This class is designed for students who are beginners in Chinese—that is, students who have limited background or have studied little knowledge of the Chinese language. The variety of “kinds” of modern, spoken Chinese we will be studying is the standardized version of the 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. There are no prerequisites.

INSTRUCTOR CONTACT INFORMATION

Instructor:	Ms. Fang Wang
Course Numbers:	
Semester:	Fall
Email Address:	fwang8@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) M W 1:00pm-2:00pm, or by appointment or via zoom

OVERVIEW

This class blends two types of class attendance: (1) required in-person class attendance; and (2) required asynchronous online activities. For in-person class attendance, you have to go to the classroom to take two 80-minute classes a week. And for asynchronous online activities, you have to log into Blackboard to check what activities are posted there, and you are expected to take 50-55 minutes to finish them. The asynchronous online activities generally include: watching videos and doing the corresponding activities, practicing characters for your vocabulary quiz, recording your audio and uploading them, working with your peers to finish the assigned tasks, etc.

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 class activities. There will be quizzes in class (listed on the Course Schedule) as well as exams that are listed on the Course Schedule.

Please note that online sessions are asynchronous, which means you do not need to log into Blackboard at any specific time. **However, you must log in 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**.

*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 the 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: listening, speaking, reading, and writing. Each lesson will focus on a typical daily conversation topic to teach you how to use the language linguistically and socially appropriate. The situation exercises and the interaction with fellow students will help you to integrate what you have learned into everyday practice.

EAC 101 fulfills the General Education Category of **Foreign Language**. The instructor will:

- (1) Teach the basics of Mandarin Chinese, including pronunciation, grammar, vocabulary, and sentence structure.

- (2) Introduce students to the culture and customs of China.
- (3) Develop listening and speaking skills in Mandarin Chinese, allowing students to communicate with native speakers.
- (4) Improve reading and writing skills in the Chinese language, including reading and writing basic characters.
- (5) Encourage students to gain an understanding and appreciation of the Chinese language and culture.
- (6) Provide a solid foundation for further language learning and development.

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 the sentence level and handle simple survival situations. For Example:

- (1) Master the basic Chinese phonetic knowledge and pronunciation skills, common vocabulary, and basic sentence patterns of Chinese.
- (2) Master the basic strokes, stroke order, and structure of Chinese characters, and be able to write the learned Chinese characters correctly.
- (3) Have primary Chinese communication skills, and be able to use Chinese to solve simple problems in daily life and Chinese learning.
- (4) Have simple learning strategies and communication strategies, have a preliminary understanding of Chinese cultural knowledge related to Chinese communication and have a preliminary cross-cultural awareness.

General Education Learning Objectives of Foreign Language Course

(<http://www.albany.edu/generaleducation/foreign-language.php>)

REQUIRED TEXTBOOKS

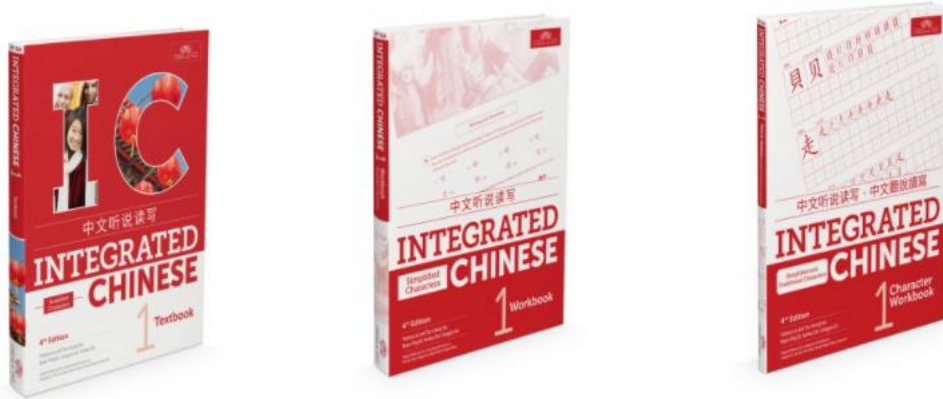
Integrated Chinese, Volume 1, Textbook, 4th Edition (Simplified) 中文听说读写 Paperback
ISBN: 9781622911356.

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

Integrated Chinese, Volume 1, 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.

You need to download the audio files online. More details are shown in the “Tutorial for Locating Audio Files for the Text and Workbook” in the First Day Activities in the Blackboard.



HOW YOU WILL BE EVALUATED

Attendance/Participation: You are expected to complete classroom activities. Attendance will be taken. You can have up to 3 absences in the semester. Arriving late or leaving class early equals one absence. Second, the involvement in the “discussion board” on BB is also taken into your attendance.

Students unable because of religious beliefs to attend class on certain days will be excused per NYS Law. See [Section 224-A](#).

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

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.

Vocabulary quizzes: You have a vocabulary quiz after learning each text. You will get what characters or words will be in the quiz on the Blackboard and you can prepare for them.

Midterm-Exam: Midterm exam will be taken after learning the first 3 lessons.

Final exam: It will cover the whole course.

Oral performance: Write your own script with your group and perform it. You are expected to memorize the script.

Make-ups: Make-ups for missed dictations 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 the 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.

- Participation 15%
- assignments 20%
- Vocabulary quizzes 20%
- Pinyin exam 5%
- Mid-term exam 15%
- Final exam 15%
- Oral performance 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 “Wang laoshi hao (王老师好, Hello Ms. Wang)” and end with “xiexie (谢谢, Thank you)” 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.

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 the 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

TECHNICAL ASSISTANCE

If you need technical assistance when you are using Blackboard or to report a problem with Blackboard, you can call the ITS desk.

- **UAlbany ITS Help Desk** (weekdays)
Open M-F during daytime business hours
Phone: 518-442-3700
Online: <http://www.albany.edu/its/help>
- **Blackboard Support Center** (evenings & weekends)
Open M-F overnight (5:00 PM – 9:00 AM) and 24x7 on weekends
Phone: 844-852-5696
Online: <http://albany.edusupportcenter.com>

If you are not sure about using Blackboard, you can visit these Blackboard resource links:

- [Check your browser](#)
Be sure you are using a compatible browser and operating system.

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker

- [Blackboard Help for Students](#)
A set of FAQs and instructions on how to use Blackboard's features.
<https://help.blackboard.com/Learn/Student>
- [Blackboard's YouTube Playlist for Students](#)
Video tutorials about how Blackboard can support your online learning needs.
https://www.youtube.com/user/BlackboardTV/playlists?shelf_id=3&sort=dd&view=50

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.

Course Schedule

* **Note that AEAC 101 is a blended course.** So, there are two types of class attendance: (1) required in-person class attendance; and (2) required asynchronous online activities. For in-person class attendance, you have to go to the classroom to take **TWO** 80-minute classes a week. And for asynchronous online activities, you have to log into Blackboard to check what activities are posted there, and you are expected to take 50-55 minutes to finish them.

***Note that the asynchronous online activities generally include:** watching videos and doing the corresponding activities, practicing characters for your vocabulary quiz, recording your audio and uploading them, working with your peers to finish the assigned tasks, etc. You will find more information on BB.

Week	Day1(in class, 80 minutes)	Day2(online activities, BB)	Day3(in-person, 80 minutes)
Week 1	Pinyin (day 1) Homework: workbook	Pinyin (day 2)	Pinyin (day 3) Homework: workbook
Week 2	Pinyin (day 4) Homework: workbook	Pinyin (day 5) Pinyin Exam	Lesson 1 (day 1) Homework: workbook
Week 3	Lesson 1 (day 2) Homework: workbook Hand in your homework(Pinyin)	Lesson 1 (day 3)	Lesson 1 (day 4) Vocabulary Quiz (L1-1) Homework: workbook
Week 4	Lesson 1 (day 4) Homework: workbook	Lesson 1 (day 5)	Lesson 1 (day 6) Vocabulary Quiz (L1-2) Homework: workbook
Week 5	Lesson 2 (day 1) Homework: workbook Hand in your homework (L1)	Lesson 2 (day 2)	Lesson 2 (day 3) Vocabulary Quiz (L2-1) Homework: workbook
Week 6	Lesson 2 (day 4) Homework: workbook	Lesson 2 (day 5)	Lesson 2 (day 6) Vocabulary Quiz (L2-2) Homework: workbook
Week 7	Lesson 3 (day 1) Homework: workbook	Lesson 3(day 2)	Lesson 3 (day 3) Vocabulary Quiz (L3-1)

	Hand in your homework (L2)		Homework: workbook
Week 8	Lesson 3(day 4) Homework: workbook	Lesson 3 (day 5)	Lesson 3 (day 6) Vocabulary Quiz (L3-2) Homework: workbook
Week 9	Review for L1-L3 Hand in your homework (L3)	Review Midterm Exam - Speaking part	Midterm- Exam (L1-L3)
Week 10	Lesson 4 (day 1) Homework: workbook	Lesson 4 (day 2)	Lesson 4 (day 3) Vocabulary Quiz (L4-1) Homework: workbook
Week 11	Lesson 4 (day 4) Homework: workbook	Lesson 4 (day 5)	Lesson 4 (day 6) Vocabulary Quiz (L4-2) Homework: workbook
Week 12	Lesson 5 (day 1) Homework: workbook Hand in your homework (L4)	Lesson 5 (day 2)	Lesson 5 (day 3) Vocabulary Quiz (L5-1) Homework: workbook
Week 13	Lesson 5 (day 4) Homework: workbook	Lesson 5 (day 5)	Lesson 5 (day 6) Vocabulary Quiz (L5-2)
Week 14	Lesson 6 (day 1) Homework: workbook Hand in your homework (L5) Hand in your script for oral performance	Lesson 6 (day 2)	Lesson 6 (day 3) Vocabulary Quiz (L6-1) Homework: workbook
Week 15	Lesson 6 (day 4) Homework: workbook	Lesson 6 (day 5)	Lesson 6 (day 6) Vocabulary Quiz (L6-2) Homework: workbook
Week 16	Oral Performance Hand in your homework (L6)		

Final Exam: Please find it on BB

EAC 102: Elementary Chinese 1 初级中文

Blended Class [4 credits]

(Two 80-minute classes a week, go to the **classroom**)

(A day with 50-55 minutes of online activities a week, go to the **Blackboard**)

Welcome!

This is the course description and class syllabus for Elementary Chinese II (AEAC 102). This class is designed for students who are beginners in Chinese and is an extension of AEAC 101 — that is, students who have a limited background or have studied little knowledge of the Chinese language. The variety of “kinds” of modern, spoken Chinese we will be studying is the standardized version of the 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. Prerequisite(s): A EAC 101 or equivalent.

INSTRUCTOR CONTACT INFORMATION

Instructor:	Ms. Fang Wang
Course Numbers:	
Semester:	Spring
Email Address:	fwang8@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) M W 1:00pm-2:00pm, or by appointment or via zoom

OVERVIEW

This class blends two types of class attendance: (1) required in-person class attendance; and (2) required asynchronous online activities. For in-person class attendance, you have to go to the classroom to take two 80-minute classes a week. And for asynchronous online activities, you have to log into Blackboard to check what activities are posted there, and you are expected to take 50-55 minutes to finish them. The asynchronous online activities generally include: watching videos and doing the corresponding activities, practicing characters for your vocabulary quiz, recording your audio and uploading them, working with your peers to finish the assigned tasks, etc.

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 class activities. There will be quizzes in class (listed on the Course Schedule) as well as exams that are listed on the Course Schedule.

Please note that online sessions are asynchronous, which means you do not need to log into Blackboard at any specific time. **However, you must log in 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**.

*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 the 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: listening, speaking, reading, and writing. Each lesson will focus on a typical daily conversation topic to teach you how to use the language linguistically and socially appropriate. The situation exercises and the interaction with fellow students will help you to integrate what you have learned into everyday practice.

EAC 102 fulfills the General Education Category of **Foreign Language**. The instructor will:

- (1) Teach the basics of Mandarin Chinese, including pronunciation, grammar, vocabulary, and sentence structure.

- (2) Introduce students to the culture and customs of China.
- (3) Develop listening and speaking skills in Mandarin Chinese, allowing students to communicate with native speakers.
- (4) Improve reading and writing skills in the Chinese language, including reading and writing basic characters.
- (5) Encourage students to gain an understanding and appreciation of the Chinese language and culture.
- (6) Provide a solid foundation for further language learning and development.

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 the sentence level and handle simple survival situations. For Example:

- (1) Master the basic Chinese phonetic knowledge and pronunciation skills, common vocabulary, and basic sentence patterns of Chinese.
- (2) Master the basic strokes, stroke order, and structure of Chinese characters, and be able to write the learned Chinese characters correctly.
- (3) Have primary Chinese communication skills, and be able to use Chinese to solve simple problems in daily life and Chinese learning.
- (4) Have simple learning strategies and communication strategies, have a preliminary understanding of Chinese cultural knowledge related to Chinese communication and have a preliminary cross-cultural awareness.
- (5) Have a foundation for further Chinese language studies.

General Education Learning Objectives of Foreign Language Course

(<http://www.albany.edu/generaleducation/foreign-language.php>)

REQUIRED TEXTBOOKS

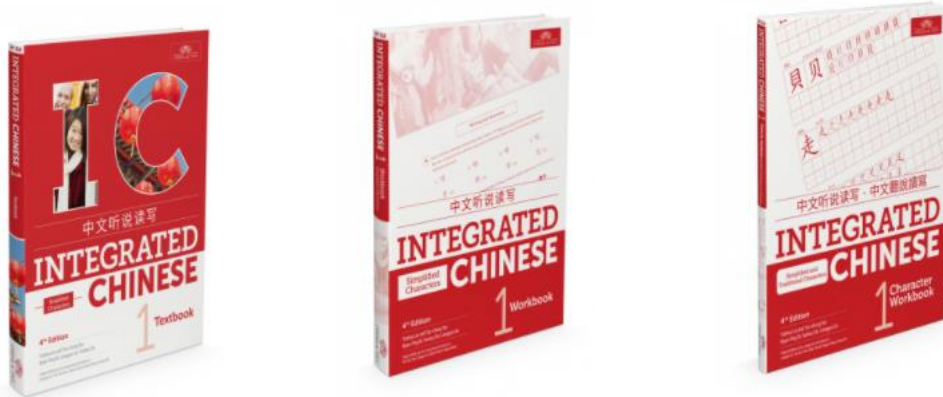
Integrated Chinese, Volume 1, Textbook, 4th Edition (Simplified) 中文听说读写 Paperback
ISBN: 9781622911356.

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

Integrated Chinese, Volume 1, 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.

You need to download the audio files online. More details are shown in the “Tutorial for Locating Audio Files for the Text and Workbook” in the First Day Activities in the Blackboard.



HOW YOU WILL BE EVALUATED

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

Students unable because of religious beliefs to attend class on certain days will be excused per NYS Law. See [Section 224-A](#).

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

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.

Vocabulary quizzes: You have a vocabulary quiz after learning each text. You will get what characters or words will be in the quiz on the Blackboard and you can prepare for them.

Midterm-Exam: Midterm exam will be taken after learning the first 3 lessons.

Final exam: It will cover the whole course.

Oral performance: Write your own script with your group and perform it. You are expected to memorize the script.

Make-ups: Make-ups for missed dictations 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 the 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.

- Participation 15%
- assignments 20%
- Vocabulary quizzes 20%
- Review exam 5%
- Mid-term exam 15%
- Final exam 15%
- Oral performance 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 “Wang laoshi hao (王老师好, Hello Ms. Wang)” and end with “xiexie (谢谢, Thank you)” 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.

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 the 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

TECHNICAL ASSISTANCE

If you need technical assistance when you are using Blackboard or to report a problem with Blackboard, you can call the ITS desk.

- **UAlbany ITS Help Desk** (weekdays)
Open M-F during daytime business hours
Phone: 518-442-3700
Online: <http://www.albany.edu/its/help>
- **Blackboard Support Center** (evenings & weekends)
Open M-F overnight (5:00 PM – 9:00 AM) and 24x7 on weekends
Phone: 844-852-5696
Online: <http://albany.edusupportcenter.com>

If you are not sure about using Blackboard, you can visit these Blackboard resource links:

- [Check your browser](#)
Be sure you are using a compatible browser and operating system.

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker

- [Blackboard Help for Students](#)
A set of FAQs and instructions on how to use Blackboard's features.
<https://help.blackboard.com/Learn/Student>
- [Blackboard's YouTube Playlist for Students](#)
Video tutorials about how Blackboard can support your online learning needs.
https://www.youtube.com/user/BlackboardTV/playlists?shelf_id=3&sort=dd&view=50

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.

Course Schedule

* **Note that AEAC 102 is a blended course.** So, there are two types of class attendance: (1) required in-person class attendance; and (2) required asynchronous online activities. For in-person class attendance, you have to go to the classroom to take **TWO** 80-minute classes a week. And for asynchronous online activities, you have to log into Blackboard to check what activities are posted there, and you are expected to take 50-55 minutes to finish them.

***Note that the asynchronous online activities generally include:** watching videos and doing the corresponding activities, practicing characters for your vocabulary quiz, recording your audio and uploading them, working with your peers to finish the assigned tasks, etc. You will find more information on BB.

Week	Day1(in class, 80 minutes)	Day2(online activities, BB)	Day3(in-person, 80 minutes)
Week 1	Review (day 1) Homework: workbook	Review (day 2) Discussion boards	Review (day 3) Homework: workbook
Week 2	Review (day 4) Homework: workbook	Review (day 5) Review Exam	Lesson 7 (day 1) Homework: workbook
Week 3	Lesson 7 (day 2) Homework: workbook Hand in your homework(Review)	Lesson 7 (day 3)	Lesson 7 (day 4) Vocabulary Quiz (L7-1) Homework: workbook
Week 4	Lesson 7 (day 4) Homework: workbook	Lesson 7 (day 5)	Lesson 7 (day 6) Vocabulary Quiz (L7-2) Homework: workbook
Week 5	Lesson 8 (day 1) Homework: workbook Hand in your homework (L7)	Lesson 8 (day 2)	Lesson 8 (day 3) Vocabulary Quiz (L8-1) Homework: workbook
Week 6	Lesson 8 (day 4) Homework: workbook	Lesson 8 (day 5)	Lesson 8 (day 6) Vocabulary Quiz (L8-2) Homework: workbook
Week 7	Lesson 9 (day 1) Homework: workbook	Lesson 9(day 2)	Lesson 9 (day 3) Vocabulary Quiz (L9-1)

	Hand in your homework (L8)		Homework: workbook
Week 8	Lesson 9(day 4) Homework: workbook	Lesson 9 (day 5)	Lesson 9 (day 6) Vocabulary Quiz (L9-2) Homework: workbook
Week 9	Review for L7-L9 Hand in your homework (L9)	Review Midterm Exam - Speaking part	Midterm- Exam (L7-L9)
Week 10	Lesson 10 (day 1) Homework: workbook	Lesson 10 (day 2)	Lesson 10 (day 3) Vocabulary Quiz (L10-1) Homework: workbook
Week 11	Lesson 10 (day 4) Homework: workbook	Lesson 10 (day 5)	Lesson 10 (day 6) Vocabulary Quiz (L10-2) Homework: workbook
Week 12	Lesson 11 (day 1) Homework: workbook Hand in your homework (L10)	Lesson 11 (day 2)	Lesson 11 (day 3) Vocabulary Quiz (L11-1) Homework: workbook
Week 13	Lesson 11 (day 4) Homework: workbook	Lesson 11 (day 5)	Lesson 11 (day 6) Vocabulary Quiz (L11-2)
Week 14	Lesson 12 (day 1) Homework: workbook Hand in your homework (L11) Hand in your script for oral performance	Lesson 12 (day 2)	Lesson 12 (day 3) Vocabulary Quiz (L12-1) Homework: workbook
Week 15	Lesson 12 (day 4) Homework: workbook	Lesson 12 (day 5)	Lesson 12 (day 6) Vocabulary Quiz (L12-2) Homework: workbook
Week 16	Oral Performance Hand in your homework (L12)		

Final Exam: Please find it on BB

AEAC 301 Advanced Chinese I 高级中文 (一)

(3 Credits)

Semester: Fall 2021

Time: Tuesday/Thursday: 6:00-7:20pm

Location: Massry Center for Business 125

Instructor Information: Catskill 147

Yichen Lee, Ph.D (李老师)

Email: ylee35@albany.edu

Office: HU 267

Office Hours: Wednesday and Friday, 2:00~2:45pm or by appointment

Course Description and Goals:

This is a 3-credit course, designed for students who have completed EAC 202 or its equivalent. Using textbooks and authentic (multimedia) materials, the main goal of this course is to enhance students' Chinese language skills (i.e., speaking, listening, reading, and writing skills) and cultural literacy through selected themes and topics about modern Chinese culture and society such as modern Chinese heroes, Chinese women and gender equality, Chinese education and academic competition, and children of Chinese elite as well as changing perspectives of romance and marriage. To achieve this goal, the class is to be conducted in Chinese as much as possible. Prerequisite: EAC202 or permission from instructor.

Course Materials

1. Required Textbook

《中国面对面》第一册，阅读与讨论 Discussing Everything Chinese Part 1, Reading and Discussion, 2nd Edition (2018), by Lili Foti, Rongzhen Li, Yu-lin Wang, Wei-Hsuan Lo.

Available at Amazon <https://www.amazon.com/Discussing-Everything-Chinese-Reading-Discussion/dp/1726067491>

2. **Audios and Assignments:** Lesson assignments, audios for lesson texts and other supplemental materials will be posted on Blackboard.

Grades and Evaluation

Your final grade for this course is based on:

Attendance and Class Participation	5%
Pre-view Quizzes	5%
Vocabulary Quizzes	10%
Lesson Tests	25%
Lesson Assignments	20%
Oral Tests	10%
Essays	20%

Final Exam	5%
Total	100%

Grading Scale

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

Overview and Expectations

- Attendance:** Attendance is a course requirement. This means being seated in class when class starts and staying in class for the duration of the class. The instructor will take attendance at each class and note absences. If you are aware that you couldn't make it to class (e.g., illness or emergencies), be sure to notify your instructor prior to class. **You are allowed to have two absences throughout the semester (you still need to hand in your assignments if they are due). After that, a ONE grade notch deduction will be assessed to your total attendance and participation grade for every unexcused absence.** Leaving early or arriving late to class may be counted as absences.
 - * **Extra credit:** You will receive **extra TWO points** to your total grade if you attend all classes and arrive on time.
- Participation:** To enhance your Chinese language proficiency, participation is vital in this class. Please come prepared to class. That is, you are expected to 预习 (preview) vocabulary, lesson text or learning materials listed in the course schedule before each class so that you can participate actively in class activities. The preview also includes listening to lesson audios in order to get familiarized with Chinese sounds and intonations of the texts.
 - * **Language Pledge:** You are encouraged to use Chinese language as exclusively as possible during the class session. If you really want to ask or answer a question in English, please say “我可以讲英文吗?” before you do so.
- Quizzes**
 - Pre-view Quizzes**
We will spend roughly three hours (three sessions) on each lesson. You are expected to preview the text and study new words before class. There are two pre-class quizzes for each lesson. Pre-view quizzes will be given at the beginning of class. Each pre-view quiz contains five multiple-choice or True/False questions.
 - Vocabulary Quizzes**
Vocabulary quizzes are given at the beginning of the class. The purpose of vocabulary quiz is to help students prepare for lesson tests. Vocabulary quizzes will be given in various formats such as dictations, filling in blanks, translation, and so on. The lowest grade in the vocabulary quizzes will be dropped.
- Tests**

You are given a test after two lessons are taught. The lesson tests are mainly written assessments, including reading, writing, and listening. Lesson tests will be given in various formats such as multiple-choice questions, filling in the blanks, translation, and so on. There will be no makeup exams for lesson tests unless there is an emergency beyond your control. Appropriate document should be presented.

- **Assignments**

You are expected to complete lesson exercises assigned by the instructor throughout the semester. **Late assignments are accepted, but 10 percent of the total grade will be deducted for every assignment submitted late.**

- **Oral Tests**

You will take **two** oral tests throughout the semester. One is conducted during the midterm period and the other one is conducted in the final week. The questions of oral tests are related to our lesson topics, and you will be given opportunities for practicing speaking before an oral test. The details of oral tests such as test date, evaluation criteria will be made known to you later.

- **Essays**

You are expected to compose **two** essays throughout the semester. Each essay should include **500-600** Chinese characters, double-spaced in 12pt font. After receiving feedback of your essay from your instructor, **you are required to submit a revised version of the essay to your instructor and record your speaking(reading your revised essay aloud).** *Specific instructions for each essay will be distributed later.

Grade Weight in Essays

	Initial version	Revised version	Recording(reading aloud)
1 st essay	3%	4%	3%
2 nd essay	3%	4%	3%

Late policy

Each assignment/essay has a due date. Late assignments are accepted, but acceptance of late work will be made on a case-by-case basis. The policy is that **10 percent deduction** will be applied to every assignment submitted late.

Academic Honor Code

As a student in this course, you agree to adhere to the course’s honor code: All assignments, quizzes, tests and exams must be completed by you. Violating academic honesty (e.g., cheating on assignments or formal assessments, presenting someone else’s work as yours without a proper citation) is considered a serious violation of the principles of academic integrity. Such a violation may result in a failing grade in this course and in further disciplinary action. Please look at the statement of Plagiarism from the university website, <http://library.albany.edu/usered/plagiarism/index.htm>.

Besides, students are encouraged to reach out to the Instructor or TA for questions and language practice. However, asking native speakers of Chinese to help with assignments is not allowed.

Course Schedule

*The course schedule is subject to change to better fit students' learning needs.

Week	Tuesday			Thursday		
	Date	Lesson Plan	Assessments/Assignments/Notes	Date	Lesson Plan	Assessments/Assignments/Notes
1	8/24	Overview		8/26	L1-1	Pre-class quiz 1-1
2	8/31	L1-2	Pre-class quiz 1-2	9/2	L1 (p.50)	Submit Assignment L1 L1 Vocabulary quiz
3	9/7	L2-1	Pre-class quiz 2-1	9/9	L2-2	Pre-class quiz 2-2
4	9/14	L2 (p. 84-85)	Submit Assignment L2 L2 Vocabulary quiz	9/16		Test L1-L2
5	9/21	L3-1	Submit Essay 1 Pre-class quiz 3-1	9/23	L3-2	Pre-class quiz 3-2
6	9/28	L3 (p. 126)	Submit Assignment L3 L3 Vocabulary quiz	9/30	Supplemental:中国的教育 Practice oral questions I	HW: 看电影(青春派 young style) https://www.youtube.com/watch?v=oMUxdwumGd0
7	10/5	讨论电影 (青春派 young style)	Pre-class quiz 青春派	10/7		Oral test 1
8	10/12	No class	Fall Break	10/14	L4-1	Pre-class quiz 4-1
9	10/19	L4-2	Submit revised Essay 1& recording Pre-class quiz 4-2	10/21	Supplemental:大学生就业 变化	Submit Assignment L4 L4 Vocabulary quiz
10	10/26		Test L3-L4	10/28	Supplemental:恋爱婚姻 1	Pre-class quiz 恋爱婚姻 1
11	11/2	Supplemental:恋爱婚姻 2	Pre-class quiz 恋爱婚姻 2	11/4	Supplemental:征婚启事 1	Submit 恋爱婚姻 assignment Pre-class quiz 征婚启事 1
12	11/9	Supplemental:征婚启事 2	Pre-class quiz 征婚启事 2 Submit Essay 2	11/11	L7-1 (课本)	Submit 征婚启事 assignment Pre-class quiz 7-1
13	11/16	L7-2 (课本)	Pre-class quiz 7-2	11/18	L7-3 问题讨论	L7 Vocabulary quiz

14	11/23	看电影《重返二十岁》	Submit L7 assignment	11/25	No class	Thanksgiving
15	11/30		讨论电影《重返二十岁》&角色扮演	12/2		Oral Test practice Final exam review
16				12/9		Final Exam (Oral Test 2)

AEAC 302 Advanced Chinese II 高级中文 (二)

(3 Credits)

Semester: Spring 2022

Time: Monday/Wednesday: 3:00-4:20pm

Location: Catskill 147

Instructor Information:

Yichen Lee, Ph.D (李老师)

Email: ylee35@albany.edu

Office: HU 267

Office Hours: Friday, 2:30~4:30 pm or by appointment

Course Description and Goals:

The main goal of this course is to enhance students' capacities in the four skills of speaking, listening, reading, and writing and strengthen their cultural understanding through selected themes/topics such as leftover population in the marriage market, Chinese idioms and Chinese cross talks, colloquial idioms and satirical rhymes, health and gastronomy, and Chinese rock and roll music. To achieve this goal, the class is to be conducted in Chinese as much as possible. Prerequisites: AEAC301 or permission from instructor.

By the end of the course, students are expected to (1) understand main ideas and most supporting details in the readings, (2) become acquainted with Chinese culture and social behaviors related to above topics, (3) compose grammatical and organized narratives/scripts, and (4) tell meaningful and personalized stories using technologies.

Course Materials

1. Required Textbook

《中国面对面》第二册，阅读与讨论 Discussing Everything Chinese Part 2, Reading and Discussion, 2nd Edition (2019), by Lili Foti, Rongzhen Li, Yu-lin Wang, Wei-Hsuan Lo. (ISBN-10 : 1794364331)

Available at Amazon <https://www.amazon.com/Discussing-Everything-Chinese-Reading-Discussion/dp/1794364331>

2. **Audios and Assignments:** You can find lesson assignments, audios for lesson texts and other learning materials(e.g., supplemental lessons, Quizlet practice) via Blackboard.

Grades and Evaluation

Your final grade for this course is based on:

Attendance and Class Participation	5%
Pre-class Quizzes	5%

Vocabulary Quizzes	20%
Lesson Tests	15%
Lesson Assignments	15%
Short Video Presentation (Storyboard script 5%, presentation 5%, peer review 5%)	15%
Final Digital Storytelling Project (Storyboard script 5%, presentation 10%, peer review 5%, Final revision 5%)	25%
Total	100%

Grading Scale

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

Overview and Expectations

- Attendance:** Attendance is a course requirement. This means being seated in class when class starts and staying in class for the full 80 minutes. The instructor will take attendance at each class and note absences. If you are aware that you couldn't make it to class (e.g., illness or emergencies), be sure to notify your instructor prior to class. **You are allowed to have two absences throughout the semester (you still need to hand in your assignments if they are due). After that, a ONE-point deduction will be assessed to your total attendance and participation grade for every unexcused absence.** Students leaving early or arriving late to class may be counted absence.
 - * **Extra credit:** You will receive **extra TWO points** to your total grade if you attend all classes and arrive on time.
- Participation:** To enhance your Chinese language proficiency, participation is vital in this class. Please come prepared to class. That is, you are expected to 预习(preview) vocabulary, lesson text or learning materials listed in the course schedule before each class so that you can participate actively in class activities. The preview also includes listening to lesson audios in order to get familiarized with Chinese sounds and intonations of the texts.
- Quizzes**
 - Pre-class Quizzes**
 We will spend roughly four hours(four sessions) on each lesson. You are expected to preview the text and study new words before class. There are two pre-class quizzes for each lesson. Pre-class quizzes will be given at the beginning of class. Each pre-class quiz contains five multiple-choice or True/False questions.
 - Vocabulary Quizzes**
 There are **two** vocabulary quizzes for each lesson. Vocabulary quizzes are given at the beginning of the class. The purpose of vocabulary quiz is to help students prepare for lesson tests. Vocabulary quizzes will be given in various formats such as dictations, fill-in-the-blank questions, translation, and so on. The lowest grade in the vocabulary quizzes will be dropped.

- **Lesson Tests**

You are given a test after a lesson is taught. The lesson tests are mainly written assessments, including reading, writing, and listening. Lesson tests will be given in various formats such as multiple-choice questions, filling in the blanks, translation, and so on. There will be no makeup exams for lesson tests unless there is an emergency beyond your control and appropriated documents should be presented.

- **Assignments**

You are expected to complete lesson exercises assigned by the instructor throughout the semester. You can find lesson assignments in the Blackboard. **Late assignments are accepted, but 10 percent of the total grade will be deducted for every assignment submitted late.**

- **Short Video Presentation**

To enhance your Chinese oral proficiency, you will make and present a short, self-recorded Chinese video using TikTok or their platforms. The topics are related to Chinese idioms or topics you are interested in to express in the Chinese language. You can search online to collect materials related to your topic, write a script, create the content/storyboard of the video, and determine the presenting method before self-recording your short video. (*Specific instructions for the short video project and evaluation criteria will be distributed later.)

- **Digital Storytelling Project**

There is **NO final exam** in this course. Instead, you will do a digital storytelling project using Microsoft PowerPoint(How to make a narrated PowerPoint Video <https://www.youtube.com/watch?v=Y5dgwwa5XRA>) or other digital tools of your choosing.

The following outlines the steps to make a digital story.

1. Select a topic for your story and research about the topic.
(Consult with your instructor or TA for the topic selection)
2. Prepare and write a script.
3. Collect visual images
4. Find music to accompany the verbal and visual narratives
5. Create a storyboard
6. Record the audio
7. Put it all together in a medium of your choosing(using video-editing software).
8. Present the project to the class.
9. Share feedback and reflect.
10. Revise your work and submit your finalized digital storytelling project.

Ideas for your digital storytelling topic

- Traditional Chinese values and their transformation
- Chinese family and relationship
- China's education
- Chinese food/ Chinese street food/night market
- Adoption vs. abortion
- Chinese music, art, and pop culture
- Gender, sexuality, romance, and marriage (e.g., 剩女, 黄昏恋, 老少配, 同性恋)
- Woman's social status and gender equality

- New media (e.g., 微博, 微信, 网红, 抖音)
- Important Chinese holidays and their cultural connotations
- Modern version of a Chinese fairy tale

Evaluation criteria for your final digital story(A rubric for grading will be distributed later):

- 1) Demonstrated research into the assigned topic.
- 2) Creative use of digital media(e.g., visual, audio components) is included to generate interest in the topic.
- 3) Accuracy of information is presented including characters, grammars, word choice and organization in Chinese.
- 4) Proper integration of your voice/reflection or different viewpoints into your topic/project.

Late policy

Each assignment/essay has a due date. Late assignments are accepted, but acceptance of late work will be made on a case-by-case basis. **The policy is that 10 percent deduction will be applied to every assignment submitted late.**

Academic Honor Code

As a student in this course, you agree to adhere to the course's honor code: All assignments, quizzes, tests and exams must be completed by you. Violating academic honesty (e.g., cheating on assignments or formal assessments, presenting someone else's work as yours without a proper citation) is considered a serious violation of principles of academic integrity. Such a violation may result in a failing grade in this course and in further disciplinary action. Please look at the statement of Plagiarism from the university website, <http://library.albany.edu/usered/plagiarism/index.htm>.

Besides, students are encouraged to reach out to the Instructor or TA for questions and language practice. However, asking native speakers of Chinese to help with assignments is not allowed.

Course Schedule *The course schedule is subject to change to better fit students' learning needs.

Week	Monday			Wednesday		
	Date	Lesson Plan	Assessments/Assignments/Notes	Date	Lesson Plan	Assessments/Assignments/Notes
1	1/24	Overview		1/26	L8-1	Pre-class quiz 8-1
2	1/31	L8-1	Vocabulary quiz 8-1	2/2	L8-2	Pre-class quiz 8-2
3	2/7	L8-2	Vocabulary quiz 8-2	2/9	Short video project workshop1	Lesson test: L8
4	2/14	L10-1	Pre-class quiz 10-1 Submit L8 assignment	2/16	L10-1	Vocabulary quiz 10-1
5	2/21	L10-2	Pre-class quiz 10-2	2/23	L10-2	Vocabulary quiz 10-2
6	2/28		Lesson test L10 Submit L10 assignment	3/2	Short video project workshop 2	Submit short-video storyboard
7	3/7	L11-1	Pre-class quiz 11-1	3/9	L11-1	Vocabulary quiz 11-1
8	3/14	No class	Spring Break	3/16	No Class	Spring Break
9	3/21	Short-video presentation & Peer review	Submit a peer-review report	3/23	L11-2	Pre-class quiz 11-2
10	3/28	L11-2	Vocabulary quiz 11-2	3/30	Final project workshop 1	Lesson test: L11
11	4/4	L12-1	Pre-class quiz 12-1 Submit L11 assignment	4/6	L12-1 Final project workshop 2	Vocabulary quiz 12-1
12	4/11	L12-2	Pre-class quiz 12-2 Submit 1 st draft	4/13	L12-2 Final project workshop 3	Vocabulary quiz 12-2
13	4/18	Final project workshop 4	Lesson test: L12 Submit L12 assignment	4/20	L13-1	Pre-class quiz 13-1
14	4/25	L13-1	L13-1 Vocabulary quiz Submit 2 nd draft	4/27	Final project workshop 5	Submit L13-1 assignment
15	5/2	L13-1 Lesson Test		5/4	Digital story presentation & peer review	
16				5/6		Submit final digital storytelling project

EAC 364 (9546) / ECO 364 (9547) / HST 372 (9548)
China's Economic History (3 credits)
Spring 2021

Meets TTh 12:00 – 1:20 p.m. via Zoom

Associate Professor Anthony DeBlasi

Office: Humanities 244

E-mail: adeblasi@albany.edu (best contact method)

Phone: 442-5316 (checked sporadically)

Office Hours (via Zoom): Tues. 9:00 – 10:00 a.m.; Thurs. 2:00 – 4:00 p.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." No Prerequisite.

General Education: This course fulfills the **International Perspectives** requirement (see below).

Course Objectives:

Students who complete the course will be able to:

- Apply basic economic concepts to the study of Chinese history.
- Describe the distinctive features of Chinese economic history.
- Understand the connection between technological change and economic change in Chinese history.
- Assess scholarly writing on Chinese economic history.

Required Reading:

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

All other required readings are also on Perusall (without charge) and accessed via the course Blackboard shell.

Recommended Background Reading:

This course has no prerequisites. A basic knowledge of Chinese history may make following the lectures and reading easier. The von Glahn text provides all the detail you need, but if reading a less focused survey would help, this is good for background (available online via the UA library catalog):

Wright, David Curtis. *The History of China*. 3rd ed. Santa Barbara, CA: Greenwood, 2020.

Course Requirements and Grade Impact:

Midterm Examination:	20%
Seven-Page Research Review Essay:	35%
Final Examination:	25%
Perusall Responses:	15%
Discussion Activities Participation	5%

Note the weighting of the components in the calculation of your final grade.

Reading and Perusall Comments:

All assigned reading is required. Your reading is assessed in multiple ways in this course, including annotations done in Perusall, class discussions, and on the examinations. For Perusall, you must annotate the readings by adding annotations in the Perusall system.

- Annotations can consist of comments on points made in the reading, questions concerning issues that you find confusing, and comments on annotations made by your classmates.
- Most readings require that you add at least seven (7) comments or questions on the reading. In some cases, fewer comments are required. The instructions for each assignment will appear when you access the reading.
- You must complete your Perusall annotations by 10 p.m. on the day before class meets. Thus, Perusall comments for a Tuesday class reading are due by 10 p.m. on Monday, and those for Thursday classes are due by 10 p.m. on Wednesday. The specific dates are indicated in the link for each reading.

Examinations:

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 Review Essay:

Each student will select **three (3) academic articles** not assigned in class on a topic that interests you in China's economic history and write a **seven (7) page analysis** of those articles. Detailed guidelines with a grading rubric will be distributed during class. Note that academic articles are articles published in academic journals (so Wikipedia, Baidu, and most public websites do not count as "academic articles").

Class Attendance and Contribution:

You are expected to attend all classes unless there are reasonable extenuating circumstances. This means that I expect you to appear in Zoom with your web camera on (see below for more specifics on classroom decorum). In addition to classes with lectures, the schedule also includes full-class discussions, mini-discussions, and simulation activities. Active participation in all of these is required. Note that you may be called on to contribute during any class, so come prepared. If you

have issues with technology, let me know as soon as possible so we can fix the problem as quickly as possible. Note that classes will **NOT** be recorded. If you miss class, feel free to contact me, so I can advise you on how to catch up on any work you may have missed.

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. Please note that work never submitted counts as a zero (0).
2. Late papers lose 3 points for each day (e.g., a grade of 88 will be reduced to 82 if two days late).
3. I do not give make-up examinations or extensions unless you have an acceptable and documented excuse (e.g., illness or family emergency). Note that [New York State law Section 224-A](#) also provides for reasonable accommodation for classes and assignments missed due to religious observances. If you anticipate missing some part of the course for religious observances, please notify me ahead of time, so we can make appropriate arrangements.
4. I will not consider requests for incompletes without a clearly documented and acceptable reason.
5. **Plagiarism and all other forms of cheating will result, at the minimum, in a zero (0) for the assignment. Because cheating is inherently unfair to classmates, I reserve the right to fail you for the course if I catch you plagiarizing or cheating on papers, examinations, or reading responses.** Plagiarism is using or purchasing the words or ideas of another and passing them off as one's own work in any assignment. This includes papers, examinations, and reading responses on Perusall. If you quote someone in an assignment, you must use quotation marks and provide a source citation. You must also identify paraphrased language and borrowed ideas with proper citations. Providing answers or other material to a classmate is also a form of cheating. A full discussion of the University's expectations for academic integrity, with examples of what constitutes cheating and its possible consequences, is available in the Undergraduate Bulletin: https://www.albany.edu/undergraduate_bulletin/regulations.html

Requirements of Class Participation and Classroom Decorum:

This course is taught synchronously online via the University's Zoom platform. Participation in the virtual classroom activities is an important requirement of the course. To demonstrate your engagement, you must conform to the following ground rules:

1. Log in on time and remain available throughout the class session. I may call on you without warning.
2. Refrain from leaving the session once class has begun, except for unavoidable emergencies.
3. Actively participate in class exercises and discussions.
4. Do not "multitask." Act as though we were in the same physical room and pay attention.
5. **Unauthorized reproduction of any course material or uploading it to any website is a violation of academic integrity. This includes audio or video files from class sessions. If you violate this policy, I will submit a failing grade and report you to the Dean for Undergraduate Studies.**

Class Schedule:

DATE	DAY	TOPIC	ASSIGNMENT
2/2	T	Orientation: China's Geography and Environment	
2/4	Th	Economics and Economic History	Von Glahn, pp.1-10. Paul Krugman and Robin Wells "Introduction" and "Chapter 1," <i>Economics</i> , 2 nd ed., pp.1-22.
Early Economic Life			
2/9	T	The Neolithic Transition	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=http://www.jstor.org/stable/10.1086/659965
2/11	Th	Mini Discussion: Development as History or Economics?	"What is Economic History?" from <i>History Today</i> 35.2 (1985): http://www.historytoday.com/paul-adelman/what-economic-history
2/16	T	Bronze Age Organization	von Glahn, pp. 11-43
2/18	Th	The Transition to the Centralized State	von Glahn, pp. 44-100
2/23	T	State and Economy in Ancient China	Von Glahn, pp.100-113 Paul Krugman and Robin Wells, "Supply and Demand," in <i>Economics</i> (2 nd edition), pp.61-82. Hsu Cho-yun, "The Farmer's Livelihood" in <i>Han Agriculture</i> , pp.58-80.
2/25	Th	Mini Discussion: The Salt and Iron Debate	Von Glahn, pp.113-128 Esson M. Gale, Excerpts from <i>Discourses on Salt and Iron: A Debate on State Control of Commerce and Industry in Ancient China</i> , pp.xxxi-xxxiv and 1-24.
The Evolution of China's Medieval Economy			

3/2	T	The Emergence of the Manorial Economy and Economic Authority in the Medieval Period	von Glahn, pp.129-207.
3/4	Th	The Silk Road and Middle Period International Trade Simulation Introduction	William J. Bernstein, Excerpt from “Introduction,” in <i>A Splendid Exchange: How Trade Shaped the World</i> , pp.1-10. Peter Brown, “The Silk Road in Late Antiquity,” in <i>Reconfiguring the Silk Road: New Research on East-West Exchange in Antiquity</i> , pp.15-22. Valerie Hansen, “The Cosmopolitan Terminus of the Silk Road: Historic Chang’an, Modern-day Xi’an,” in <i>Silk Road: A New History</i> , pp. 141-166.
3/9	T	Simulation: The Silk Road	Simulation Rules
3/11	Th	Medieval Chinese Technological and Commercial Revolutions, 9 th to the 13 th Centuries	von Glahn, pp.208-226 and 242-254. Paul Krugman and Robin Wells, “Trade-offs: The Production Possibility Frontier,” in <i>Economics</i> (2 nd edition), pp.25-30. Elvin, Mark. “The Medieval Economic Revolution” in <i>The Pattern of the Chinese Past</i> , pp.113-130 and 164-178.
China and the Early Modern World Economy			
3/16	T	Money and Government from the 14 th to the 17 th centuries	Paul A. Samuelson and William D. Nordhaus, “The Special Case of Money,” in <i>Economics</i> (18 th ed. Rpt. Beijing: People’s Postal Press, 2011), pp. 510-515. 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.
3/18	Th	MIDTERM EXAMINATION	
3/23	T	The Early Modern Global System	von Glahn, pp.295-347. RESEARCH REVIEW ESSAY PROPOSAL DUE

3/25	Th	The Divergence Debate	<p>Mark Elvin, “Quantitative Growth, Qualitative Standstill” and “Conclusion” from <i>The Pattern of the Chinese Past</i>, pp.285-316.</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.211-225 and 264-273.</p> <p>Paul Krugman and Robin Wells, “Was Malthus Right?” in <i>Economics</i> (2nd ed.), p.308.</p>
3/30	T	Mini Discussion	Views on the Divergence Debate
China’s Modernization			
4/1	Th	The Treaty Port Economy	Von Glahn, pp.348-374
4/6	T	NO CLASS	
4/8	Th	The Opium Trade	<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> XI, n.3 (Winter 2007), pp.417-33.</p>
4/13	T	19 th Century Industrialization	von Glahn, pp.374-99.
4/15	Th	Full Class Discussion: Data Analysis of the Chinese Economy in the Early 20th Century	
Socialism in China			
4/20	T	The 20 th Century Revolutions	Karl Marx, <i>The Communist Manifesto</i> .
4/22	Th	Socialist Economic Development	<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.</p> <p>http://libproxy.albany.edu/login?url=http://www.jstor.org/stable/20192697</p>

4/27	T	Economic Development and the Great Leap Forward Simulation Introduction	Paul Krugman and Robin Wells, "Returns to Scale," in <i>Economics</i> (2 nd ed.), pp.322-323. Frank Dikötter, Chapters 7 to 11 in <i>Mao's Great Famine</i> , pp.47-89. RESEARCH REVIEW ESSAY DUE
4/29	Th	Simulation: The Great Leap Forward	Simulation Rules
The "Socialist Market Economy"			
5/4	T	China's Economic Reform	Barry Naughton, "Market Transition: Strategy and Process," in <i>The Chinese Economy: Transitions and Growth</i> , pp. 88-111.
5/6	Th	21 st Century Challenges to Economic Growth	Paul Krugman and Robin Wells, "Externalities," in <i>Economics</i> (2 nd ed.), pp.433-444. 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
5/11	T	Mini Discussion	China's Economic Trajectory Douglass North, "An Outline of the Process of Economic Change," in <i>Understanding the Process of Economic Change</i> , pp.1-8.

Final Examination: Friday, May 14, 2021. Details will be announced in advance.

Characteristics and Goals of International Perspectives General Education Courses:

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.

For more details on the International Perspectives category, see:

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

Political Science 373/East Asian Studies 373 (3 Credits)
Government and Politics of the People's Republic of China
University at Albany, SUNY
Fall 2022

Professor Cheng Chen
Office: Milne Hall 214A
Phone: 591-8724

MWF 9:30-10:25
Office Hours: MW 8:30-9:30
E-mail: cchen@albany.edu

Course Description

This course introduces students to the government and politics of the People's Republic of China, emphasizing events in the period since the Chinese Communist Party established its regime in 1949. It begins with a brief overview of China's political history before 1949 in order to establish the necessary foundation for understanding the significance of subsequent events. The second part of the course is designed to enable students to analyze the ways in which the Communist Party set out to transform China after the revolution, the consequences of these efforts, and the debates provoked within the elite and among the population. Next, the course focuses on contemporary China. Specifically, the students are expected to understand and evaluate how China has defined and confronted the challenges of political and economic development, social transformation, and international relations. Finally, the students should be able to assess the prospect of the CCP regime in China in light of its impressive achievements, painful failures, as well as current challenges. The objective of this course is to provide students with a broad survey of Chinese politics grounded in specific historical contexts. No previous knowledge of China's history, culture, or language is required nor will such knowledge be assumed. No Prerequisites.

Learning Objectives

The objective of this course is to provide students a broad survey of Chinese politics grounded in specific historical contexts. Students will be able to:

- analyze the ways in which the Communist Party set out to transform China after the revolution, the consequences of these efforts, and the debates provoked within the elite and among the population.
- understand and evaluate how China has defined and confronted the challenges of political and economic development, social transformation, and international relations.
- assess the prospect of the CCP regime in China in light of its impressive achievements, painful failures, as well as current challenges.

General Education

This course fulfills the General Education requirement of “**International Perspectives.**”

Course Requirements

There will be a midterm exam and a final exam, which will take place on Monday, December 6. In-class participation, including attendance, will count for 30% of the grade, the midterm 30%, and the final exam 40%. It is mandatory that all class members complete the assigned readings prior to the lectures.

The grading scale will be as follow: 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 = below 60. If you would like to contest your grade, it must be done in writing and within 48 hours after you have received the grade. In your written complaint you need to provide a specific account of what in particular you are concerned about.

Students are excused, without penalty, to be absent because of religious beliefs, and will be provided equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Students should notify the instructor of record in a timely manner, and the instructor will work directly with students to accommodate religious observances. This course will not schedule any assignment deadlines on religious holidays.

For policies regarding “incompletes,” please see the university’s guidelines here:

https://www.albany.edu/graduatebulletin/requirements_degree.htm#graduate_grades.

Students are expected to meet all standards of academic integrity. Violation of academic integrity will not be tolerated. For relevant information, see [Practicing Academic Integrity | University Libraries \(albany.edu\)](#).

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.

COVID contingencies – In the event of COVID interruptions, the instructor will email the relevant information, such as class Zoom link, to the students. During the semester, if you experience any COVID symptoms, please do not come to the in-person class and instead follow the CDC and university guidelines before returning ([Health & Safety | University at Albany](#)).

Readings

Lucien Bianco, *Origins of the Chinese Revolution* (Stanford: Stanford University Press, 1971) **[Required]**

William A. Joseph, *Politics in China: An Introduction, Third Edition* (Oxford: Oxford University Press, 2019) **[Required]**

Jonathan D. Spence, *The Search for Modern China, 3rd ed.* (New York: W. W. Norton, 2012) **[Recommended]**

All the required readings aside from the books are available on the course Blackboard under “course content -> course materials.” Please do not use these copyrighted materials for any other purposes beyond this course.

PART I: THE CHINESE REVOLUTION

August 22: Introduction

- Course Syllabus
- Joseph, *Politics in China*, 3-42

August 24-26: Historical Background

- A. The Decline of Imperial China
- B. The Pre-Revolutionary Era

- Lucien Bianco, *Origins of the Chinese Revolution*, 1-52
- Joseph, *Politics in China*, 45-65

August 30-September 3: The Communist Revolution

- A. Early Struggles and the Sino-Japanese War
- B. The Civil War and the Eventual Success

- Lucien Bianco, *Origins of the Chinese Revolution*, 53-208
- Joseph, *Politics in China*, 65-75

PART II: THE MAOIST ERA

September 8-10: Early Political and Economic Transformation (1949-1965)

- A. Consolidation and Transformation
- B. Great Leap Forward

- Joseph, *Politics in China*, 76-100

September 13-17: The Cultural Revolution (1966-1976)

- A. The Cultural Revolution
- B. Stalemate and Succession

- Joseph, *Politics in China*, 100-122

September 20-24: China's Foreign Policy during the Cold War

A. Sino-Soviet Alliance and Its Split

B. Sino-American Rapprochement

- June Teufel Dreyer, *China's Political System* (Upper Saddle River, NJ: Pearson, 2015), 329-349

PART III: THE REFORM ERA

September 27-October 1: Beginning of the Reform Era

A. Early Reforms under Deng Xiaoping

B. The Tiananmen Incident of 1989

- Ezra Vogel, "A Decade of Reforms," in *One Step Ahead in China* (Cambridge: Harvard University Press, 1989), 76-122
- Joseph, *Politics in China*, 124-136

October 4-8: Post-Deng Leadership

A. The Jiang Zemin Administration

B. The Hu Jintao Administration

- Joseph, *Politics in China*, 132-146; 182-191
- Cheng Li, "China's Team of Rivals," *Foreign Policy* (March/April 2009). Available at [China's Team of Rivals \(brookings.edu\)](http://www.brookings.edu)

October 13: Midterm review

October 15: Midterm

October 18-22: The Xi Jinping Leadership

A. The Rise of Xi Jinping

B. New Direction

- David M. Lampton, "How China is Ruled: Why It's Getting Harder for Beijing to Govern," *Foreign Affairs* 93:1 (2014): 74-84
- Elizabeth C. Economy, "China's New Revolution: The Reign of Xi Jinping," *Foreign Affairs* 97:3 (2018): 60-74

October 25-29: Deepening Economic Reforms

A. Political Economy

B. Successes and Failures

- Joseph, *Politics in China*, 192-218

November 1-5: Political Reforms

A. Political Reforms

B. Will China Democratize?

- Joseph, *Politics in China*, 165-190
- Yuen Yuen Ang, “Autocracy with Chinese Characteristics,” *Foreign Affairs* 97:3 (2018): 39-46

November 8-12: Social Transformation

A. Social Conditions

B. Rise of Nationalism

- Joseph, *Politics in China*, 225-268; 298-311
- Jessica Chen Weiss, “How Hawkish is the Chinese Public? Another Look at “Rising Nationalism” and Chinese Foreign Policy,” *Journal of Contemporary China* 28:119 (2019): 679-695

November 15-19: Politics on China’s Periphery

A. Tibet and Xinjiang

B. Hong Kong and Taiwan

- Joseph, *Politics in China*, 401-484

November 22-29: China’s Post-Cold War Foreign Policy

A. China and the United States: Containment or Engagement

B. China and Russia

- Graham Allison, “China vs. America: Managing the Next Clash of Civilizations,” *Foreign Affairs* 96:5 (2017): 80-89
- Thomas J. Christensen, “There Will Not Be a New Cold War: The Limits of US-China Competition,” *Foreign Affairs*, March 24, 2021, [There Will Not Be a New Cold War | Foreign Affairs](#)
- Wang Jisi, “The Plot against China? How Beijing Sees the New Washington Consensus,” *Foreign Affairs* July/August 2021.
- Yan Xuetong, “The New Chinese Foreign Policy,” *Foreign Affairs* July/August 2021.

PART IV: PROSPECTS FOR THE FUTURE

December 1: China’s Future

- Fareed Zakaria, “The New China Scare: Why America Shouldn’t Panic About Its Latest Challenger,” *Foreign Affairs* 99:1 (2020): 52-69
- Rana Mitter, “The World China Wants: How Power Will – and Won’t – Reshape Chinese Ambitions,” *Foreign Affairs* (January/February 2021)

December 3: Final Review

December 6: Final Exam

EAC 374 (9992) / HIS 374 (10122)
CRIME AND PUNISHMENT IN TRADITIONAL CHINA
(3 credits)
Spring 2016

Meets MW 2:45 - 4:05 p.m. in HU-133

Associate Professor Anthony DeBlasi

Office: Humanities 244

Phone: 442-5316

E-mail: adeblasi@albany.edu

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

This course will examine the distinctive understanding of crime and the law in China from the seventh to the nineteenth centuries. We will be particularly interested in theories of law during this period, the institutions of the imperial justice system, varieties of crime and punishment, and popular representations of the criminal justice system. Readings will include primary sources such as legal codes, case histories, and crime stories as well as secondary works on Chinese legal history. There are no prerequisites for this course, although some background in Chinese Studies will be helpful.

Course Objectives:

Students who complete this course will:

- Understand the connection between traditional Chinese law and its cultural context.
- Develop the ability to analyze problems from the perspective of Chinese people in the past.
- Utilize creative writing as a way of exploring the connection between legal realities and cultural imaginings of those realities.

Books for Purchase:

The following books are available for purchase at the campus bookstore and Mary Jane's Books:

Kuhn, Philip. *Soulstealers: The Chinese Sorcery Scare of 1768*. Cambridge: Harvard University Press, 1990.

Van Gulik, Robert, tr. *Celebrated Cases of Judge Dee (Dee Goong An): An Authentic Eighteenth-Century Chinese Detective Novel*. New York: Dover Publications, Inc. 1976.

In addition to the above titles, a limited number of copies of the following text are available:

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

If you have not taken a course on Chinese history from the seventh to the nineteenth century, I strongly recommend you read the relevant sections in this text as background.

Other Required Readings:

Besides the above readings, other assigned readings are available on the University library's E-RES system. The password will be distributed during the first class.

Requirements:

Midterm Examination	15%
Legal Judgment Assignments	20%
Chinese Crime Fiction Assignment	20%
Final Examination	20%
Quizzes	15%
Class Participation	10%

EXAMINATIONS:

There will be a midterm examination and a cumulative final examination. I will distribute detailed study guides in advance of each to help you prepare. The examinations will draw on everything introduced in the class, including lecture material, assigned readings, and points developed in class discussions.

CLASS PARTICIPATION:

General Expectation:

This course is an upper-level history course. We will frequently be engaged in careful discussion of texts. Class attendance is mandatory, and I expect you to bring copies of assigned readings to class (either in hard copy or electronically). In addition, there will also be periodic classroom exercises. Your active participation in those discussions and exercises is a key component of your grade. It is important that you carefully prepare material assigned for each day **BEFORE** that class.

Discussion Groups:

To facilitate discussion of assigned materials, every student in the class will be assigned to a discussion group in the class. These groups will sit together in the classroom, so that we can break down easily into small group discussions. Whenever the group discussions end, one member will be responsible for reporting his or her group's conclusions. This reporter's duty will rotate through the group. Participation in these groups and service as a reporter are important components of the class participation grade.

WRITING ASSIGNMENTS:

Legal Judgment Assignments:

Each student will write **TWO** mock legal documents during the semester. Case details and relevant materials from Chinese legal codes will be distributed. Students will then compose their own analysis of the case. Detailed guidelines will accompany the case details. Each judgment must be **three to five (3-5) pages** in length.

Crime Fiction Assignment:

Each student will also compose a fictionalized narrative or dramatic account of a legal case. The goal will be to capture the way Chinese popular literature viewed the operation of the legal system. The assignment will be based on a case that we have read in class. The required length is **seven (7) pages**. More detailed guidelines will be distributed in class.

QUIZZES:

There will be periodic unannounced quizzes given on the day's assigned reading. Given that these represent **ten percent** of the final grade, they are an incentive to stay current on the reading. Please note that if I announce adjustments to the reading list during the semester, any quizzes will follow the announced changes. If you miss class, it is your responsibility to find out what announcements you have missed. I am happy to fill you in if you ask me.

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. Please note that work never turned in counts as a zero (0).
2. Late papers lose one grade step for each day late. For example, a B+ that is two days late receives a B-.
3. I do not give make-up examinations or extensions unless you have an acceptable and documented excuse (e.g., a medical excuse signed by a physician).
4. I will not consider requests for incompletes without a clearly documented and acceptable reason.
5. Plagiarism is using or purchasing the words or ideas of another and passing them off as one's own work. If a student quotes someone in a formal paper, 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. I reserve the right to fail you for the course if I catch you plagiarizing or cheating on quizzes or examinations.**

GENERAL EDUCATION:

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

SCHEDULE OF CLASSES:

Date	Day	Topic	Assignment
1/20	W	Chronological and Geographical Introduction	
1/25	M	The Bureaucracy	Hucker, <i>A Dictionary of Official Titles</i> , pp.28-37, 40-52, and 83-96.
1/27	W	General Principles of Chinese Law: The Tang Code	<i>The T'ang Code</i> , v.1, pp.14-87.
2/1	M	The Evolution of Traditional Law	McKnight, “From Statute to Precedent: An Introduction to Sung Law and its Transformation,” pp.111-31. <i>Law in Imperial China</i> , pp.52-75. Assignment: Analyze Legal Codes Tables of Contents (The Tang Code, The Ming Code, and the Qing Code)
2/3	W	Legal Investigation: The Magistrate	Watt, <i>The District Magistrate in Late Imperial China</i> , pp.11-22 and 78-98. Huang, <i>A Complete Book Concerning Happiness and Benevolence</i> , pp.251-79.

2/8	M	Legal Process	Johnson and Twitchett, "Criminal Procedure in T'ang China," <i>Asia Major</i> 3 rd series 6.2 (1993): 113-46. Huang, <i>A Complete Book Concerning Happiness and Benevolence</i> , pp.107-39.
2/10	W	Legal Investigation: Forensics and Torture	<i>The Washing Away of Wrongs</i> , pp.1-30, 37-38, 95-112, and 127-131. <i>The T'ang Code</i> , v.2, pp.546-49.
2/15	M	Traditional Legal Reasoning	Jiang and Wu, "Satisfying Both Sentiment and Law: Fairness-Centered Judicial Reasoning as Seen in Late Ming Casebooks," pp.31-61. "Statutory Interpretation Exemplified in the Cases" in <i>Law in Imperial China</i> , pp.493-542.
2/17	W	Law, Society, and the State	<i>Soulstealers</i> , pp.1-93.
2/22	M	Law, Society, and the State	<i>Soulstealers</i> , pp.94-232.
2/24	W	Case Law: Assault	<i>The Great Qing Code</i> , pp.285-89, 295-302. <i>Law in Imperial China</i> , pp.362-66, 374-78 and 384-89. <i>The T'ang Code</i> , v.2, pp.325-31 and 333-34. <i>The Enlightened Judgments</i> , pp.471-72.
2/29	M	Case Law: Homicide	<i>The Great Qing Code</i> , pp.268-84. <i>Law in Imperial China</i> , pp.313-21 and 352-54. <i>The T'ang Code</i> , v.2, pp.252-53, 257-60, 269-70, 354-58, 382-84. <i>The Enlightened Judgments</i> , pp.465-67.
3/2	W	No Class	Complete Alternate Assignment

3/7	M	Case Law: Sexual Crime	<p>Vivien Ng, "Ideology and Sexuality: Rape Laws in Qing China," pp.57-70.</p> <p><i>The Great Qing Code</i>, pp.347-53.</p> <p><i>Law in Imperial China</i>, pp.427-30 and 432-35.</p> <p><i>The T'ang Code</i>, v.2, pp.473-79.</p> <p><i>The Enlightened Judgments</i>, pp.377-78, 419-420 and 422-24.</p>
3/9	W	MIDTERM EXAMINATION	
3/14	M	Spring Break	
3/16	W	Spring Break	
3/21	M	Marriage Law	<p><i>The Great Qing Code</i>, pp.123-35.</p> <p><i>Law in Imperial China</i>, pp.254-59.</p> <p><i>The T'ang Code</i>, v.2, pp.152-77.</p> <p><i>The Enlightened Judgments</i>, pp.336-44.</p>
3/23	W	Theft, Robbery, and Larceny	<p><i>The Great Qing Code</i>, pp. 249-57.</p> <p><i>Law in Imperial China</i>, pp. 295-301.</p> <p><i>The T'ang Code</i>, v.2, pp. 290-303.</p> <p>Legal Judgment Assignment #1 Due</p>
3/28	M	Political Crime and Adjudicating Cases against Officials	Hartman, "The Inquisition against Su Shih: His Sentence as an Example of Sung Legal Practice," pp.228-43.
3/30	W	Official Corruption	Park, "Corruption in Eighteenth Century China," pp.967-1005.

4/4	M	Criminal Officials	<p><i>The T'ang Code</i>, v.1, pp.112-18. <i>The T'ang Code</i>, v.2, pp.101-19.</p> <p><i>The Enlightened Judgments</i>, pp.95-103.</p> <p><i>The Great Qing Code</i>, pp.328-36.</p> <p><i>Law in Imperial China</i>, pp.417-425.</p>
4/6	W	Popular Views of Crime	<i>Celebrated Cases of Judge Dee</i> , pp. I-XXIII and 3-112.
4/11	M	Popular Views of Crime	<i>Celebrated Cases of Judge Dee</i> , pp.113-223.
4/13	W	Popular Views of Crime	<p>Hayden, <i>Crime and Punishment in Medieval Chinese Drama</i>, pp.16-27 and 29-78.</p> <p>Legal Judgment Assignment #2 Due</p>
4/18	M	Punishment, Forgiveness, and Amnesty	<p>McKnight, "The Sung Penal System," <i>Law and Order in Sung China</i>, pp.321-52.</p> <p>McKnight, <i>The Quality of Mercy</i>, pp.ix-xii and 112-27.</p>
4/20	W	The Theory of Civil Litigation	Scogin, "Civil 'Law' in Traditional China: Theory and Practice," pp.13-41.
4/25	M	Civil Litigation: The Magistrate's View	<p>Huang, "Codified Law and Magisterial Adjudication in the Qing," pp.142-86.</p> <p>Watt, <i>The District Magistrate in Late Imperial China</i>, pp.210-224.</p>
4/27	W	The Practice of Civil Litigation	<p>Macauley, "Mechanics of Litigation Mastery: Who, Where, How," pp.100-45.</p> <p><i>The Great Qing Code</i>, pp.325-26.</p> <p><i>Law in Imperial China</i>, pp.413-17.</p>

5/2	M	Property Law	<p>Hansen, "The Age of Governmental Taxation," pp.78-112</p> <p>Bernhardt, "The Inheritance Rights of Daughters from the Song through the Qing," pp.9-46.</p> <p>Crime Fiction Assignment Due.</p>
5/4	W	Property Law	<p><i>The Enlightened Judgments</i>, pp.146-59 and 163-90.</p>

FINAL EXAMINATION: Friday, May 13, 10:30 a.m. – 12:30 p.m. in HU-133.

EAC 389 (xxxx) - Topics in Chinese Literature, History, and Culture
Topic: The Sino-Jesuit Encounter (3 credits)
Fall 20xx

Meets TTh hh:mm - hh:mm x.m. in TBD.

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 9:30 - 11:00 a.m.; and by appointment.

Course Description:

This course is a special “topic” course in Chinese Studies. The specific topic this semester is the encounter between China and the Roman Catholic Jesuit order in the sixteenth and seventeenth centuries. The course pays particular attention to the way that differences in worldview conditioned the dynamics within the relationship. The goal is to provide an opportunity to reflect on the nature of Sino-European relations as Europe began its expansion across the globe.

Prerequisite(s): junior or senior standing, or permission of instructor.

Course Objectives:

At the end of the semester, students should be able to do the following:

- Demonstrate familiarity with the major events in the history of the Jesuit mission in China.
- Formulate reasoned arguments about the role of cultural assumptions in cross-cultural communication.
- Reconstruct the biography of an individual involved in the Sino-Jesuit encounter and relate it to that person’s behavior in the encounter.
- Compose coherent historical analyses in different genres such as examination essays, historical identifications, and sustained research review essays.

Required Texts:

The following books are required and must be purchased in e-book form through Perusall (see below):

Hsia, R. Po-Chia. *Matteo Ricci and the Catholic Mission to China, 1583-1610: A Short History with Documents*. Indianapolis: Hackett Publishing, 2016. **(for purchase from Perusall via the Blackboard shell)**

All other required readings are on Perusall (without charge) and accessed via Blackboard.

Requirements:

Midterm Examination	15%
Seven-page Analytical Biography	35%
Final Examination	25%
Perusall Annotations	20%
Class Engagement	10%

Reading and Perusall Comments:

All assigned reading is required. Your reading is assessed in multiple ways in this course, including annotations done in Perusall, class discussions, and on the examinations. The Perusall system requires you to add annotations to the assigned readings.

- Annotations can consist of comments on points made in the reading, questions concerning issues that you find confusing, and comments on annotations made by your classmates.
- Most readings require that you add at least six (6) comments or questions on the reading. In some cases, fewer or more comments are required. Any special instructions for an assignment will appear when you access the reading.
- You must complete your Perusall annotations by 9 a.m. on the day that class meets. Thus, Perusall comments for a Tuesday class reading are due by 9 a.m. that Tuesday, and those for Thursday classes are due by 9 a.m. on Thursday. In other words, annotations are due three hours *before* the class meets. The specific dates are indicated in the link for each reading.

Examinations:

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.

Analytical Biography:

Each student will choose an individual involved in the Jesuit experience in China. The chosen individual need not be a Jesuit. It could be a non-Jesuit Chinese or a European from a rival religious order, for example, but it must be someone who had a direct role in the history of the Jesuit mission. Each student will then produce a seven (7) page essay that (1) provides a basic chronology of that individual's life; (2) identifies the main English-language sources on the life of that individual; and (3) provides a summary of the scholarly view on that individual's career. Detailed guidelines with a grading rubric will be distributed in class and via Blackboard. Note that academic articles are articles published in scholarly journals (so Wikipedia, Baidu, and most public websites do not count as "academic articles").

Class Engagement:

You are expected to attend all classes unless there are reasonable extenuating circumstances. Meetings combine lectures with class discussions of assigned readings. Attention to the lectures, diligent completion of Perusall assignments, and participation in class discussions are important gauges of engagement in the class. Note that you may be called on to contribute during any class, so come prepared. If you have issues with technology, let me know as soon as possible so we can

fix the problem quickly. Note that classes will **NOT** be recorded. If you miss class, feel free to contact me, so I can advise you on how to catch up on any work you may have missed.

Classroom Decorum:

Serious academic activities require a certain type of classroom atmosphere. The standards of decorum below are the ground rules of the class. Failure to comply will affect your grade.

1. Arrive on time.
2. Interact respectfully with everyone in the class. Intellectual disagreement is a natural part of academic debate. Productive debate is only possible when participants are civil to each other.
3. Refrain from leaving the room once class has begun, except in unavoidable emergencies.
4. Do not use technology in a disruptive way in the classroom. Remove earphones and ear buds. Use computers and tablets **ONLY** for class-related activities.
5. **Unauthorized reproduction of any course material, transmitting it to a non-UAlbany audience, or uploading it to any website is a violation of academic integrity. This includes audio or video from class sessions.**

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. Please note that work never submitted counts as a zero (0).
2. Late papers lose 3 points for each day (e.g., a paper grade of 88 will be reduced to 82 if two days late).
3. Make-up examinations or extensions are only given if you have an acceptable and documented excuse (e.g., illness or family emergency). Note that [New York State law Section 224-A](#) also provides for reasonable accommodation for classes and assignments missed due to religious observances. If you anticipate missing some part of the course for religious observances, please notify me ahead of time, so we can make appropriate arrangements.
4. I will not consider requests for incompletes without a clearly documented and acceptable reason. Requests must conform to the University's regulations concerning course incompletes.
5. Plagiarism is using or purchasing the words or ideas of another and passing them off as one's own work. If you quote someone in an assignment, you must use quotation marks and provide a source citation. You must also identify paraphrased language and borrowed ideas with proper citations. **Plagiarism will result, at the minimum, in a zero (0) for the assignment. I reserve the right to fail you for the course if I catch you plagiarizing or cheating on papers, examinations, or other assignments.** Copying a classmate's assignments also constitutes plagiarism and will be penalized accordingly.
6. Note that plagiarism is only one type of violation of the University's Academic Integrity regulations. You are expected to know and understand those regulations. A full discussion of Academic Integrity and UAlbany regulations is available in the Undergraduate Bulletin: https://www.albany.edu/undergraduate_bulletin/regulations.html

CLASS SCHEDULE:

DATE	TOPIC	ASSIGNMENT
m/dd (T)	Course Introduction and Methodological Orientations	
Europe and China in the 16th Century		
m/dd (Th)	Ming China and the World	Timothy Brook, "Summer: The Last Century (1550-1644)" (<i>Confusions of Pleasure</i>), 153-237.
m/dd (T)	Jesuits and the Reformation	O'Malley, <i>The First Jesuits</i> , pp. 1-50.
m/dd (Th)	Jesuit Mission and Jesuit Education	Hsia, pp.49-54
Jesuits Head East		
m/dd (T)	Orientation for Analytical Biography Essay	
m/dd (Th)	The Geography of European Expansion	Chaudhuri, "The Portuguese Maritime Empire, Trade, and Society in the Indian Ocean During the Sixteenth Century," pp.57-70
m/dd (T)	Portuguese Commerce and Jesuit Proselytizing	Hsia, pp.1-20; 41-42; 43-46
The Career of Matteo Ricci		
m/dd (Th)	Ricci's Vocation	Spence, pp.1-23. Hsia, pp.21-35
m/dd (T)	The Accommodationist Strategy	Hsia, pp.55-70; Liu, "The True Pioneer of the Jesuit China Mission: Michele Ruggieri," 362-383.
m/dd (Th)	Theological Arguments	Ricci, <i>The True Meaning of the Lord of Heaven</i> , Excerpts.
m/dd (T)	Chinese Sympathizers	Hsia, pp.71-79 Jami et al. "Xu Guangqi in his Context: The World of the Shanghai Gentry," pp.72-98.
The Attractions of Jesuit Learning		
m/dd (Th)	China's Dynastic Transition	
m/dd (T)	Mathematics	Jami, "The Jesuits and Mathematics in China, 1582-1644." 12-34
m/dd (Th)	Astronomy	Spence, "Schall and Verbiest: To God Through the Stars," pp.3-33

m/dd (T)	Cartography and Military Technology	Golvers, Jesuit Cartographers in China: Francesco Brancati, S.J. and the Map (1661?) of Sunchiang Prefecture (Shanghai),” 30-42.
m/dd (Th)	FALL BREAK (no class)	
m/dd (T)	MIDTERM	
Jesuit Problems: The Rites Controversy		
m/dd (Th)	Context: Confucian Rites	<i>Analects of Confucius</i> , excerpts. <i>Record of Rites</i> , excerpts/ Analytical Biography Proposal Due
m/dd (T)	Catholic Critics of the Jesuits	Wills, “From Manila to Fuan: Asian Contexts of Dominican Mission Policy,” 83-110
m/dd (Th)	Chinese Nativists and the Jesuit Mission	Gernet, <i>China and the Christian Impact</i> , pp.193-247.
m/dd (T)	The Kangxi Emperor and the End of the Mission	Swen, “Kangxi, the Jesuits, and the First Papal Legation to China,” pp.109-141
The Legacy of the Jesuits in China		
m/dd (Th)	Religion and Sino-Western Diplomacy	
m/dd (T)	Jesuits and Cultural Translation	Hsia, “The Catholic mission and translations in China, 1583-1700,” 39-51.
m/dd (Th)	Jesuits and Sinology	Mungello, “Proto-Sinology and the Seventeenth-Century European Search for a Universal Language,” pp.174-207.
m/dd (T)	Patterns of European “China Policy”	Mungello, “European Rejection of Chinese Culture and Confucianism,” pp.113-150
Final Presentations		
m/dd (Th)	Student Presentations	ANALYTICAL BIOGRAPHY ESSAY DUE
m/dd (T)	Student Presentations	
m/dd (Th)	THANKSGIVING HOLIDAY	
m/dd (T)	Student Presentations	
m/dd (Th)	COURSE REVIEW	

FINAL EXAMINATION: xday, December dd, 20yy, hh:mm–hh:mm in TBA

EAJ101 Elementary Japanese I
Call Number: _____/ _____ (4 Credits)
Fall, 20_____

Instructor/Office Hours/Phone/e-mail

Michiyo Kaya Wojnovich (Lecturer)

Office: HU 247

Office Hours: Monday 12:45 – 1:45, Tuesday 1:35 – 2:35 and by appointment

(When you would like to make an appointment, please email me, or talk to me at the end of the lesson. We will discuss your appointment schedule. I can arrange an in-person/ Zoom meeting with you.)

Phone: 442-4126

e-mail: mwojnovich@albany.edu

Meeting Time/ Locations

Call NO _____ F. On-Line
T. TH. 10:30 – 11:50

Call NO _____ F. On-Line
T.TH. 3:00 – 4:20

Course Description

This course is designed for students who have no experience in Japanese language learning. The class covers basic grammatical structures, ritual expressions, and basic writing system. This course consists of online work once a week and in person work twice a week. No Prerequisites.

Course Objectives

The goal of this course is for the students to gain 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

- communicate short messages on highly predictable, everyday topics that affect them directly.
- read a limited amount of information from highly predictable texts in which the topic or context is very familiar.
- meet limited basic practical writing needs using lists, short messages, postcards, and simple notes.
- Students are expected to reach the [ACTFL Novice Mid-level](#) for listening, speaking, writing, and reading skills.

Textbooks

1. Eri Banno, Yutaka Ohno, Yoko Sakane, Chikako Shinagawa. *Genki 1: An Integrated Course in Elementary Japanese. (3rd Edition)* The Japan Times. **(Required)**
2. Eri Banno, Yutaka Ohno, Yoko Sakane, Chikako Shinagawa. *Genki 1: An Integrated Course in Elementary Japanese. Workbook. (3rd Edition)* The Japan Times. **(Required)**

Technical Assistance

If you need technical assistance when you are using Blackboard or to report a problem with Blackboard, you can call the ITS desk.

- **UAlbany ITS Help Desk** (weekdays)
Open M-F during daytime business hours
Phone: 518-442-3700
Online: <http://www.albany.edu/its/help>
- **Blackboard Support Center** (evenings & weekends)
Open M-F overnight (5:00PM - 9:00AM) and 24x7 on weekends
Phone: 844-852-5696
Online: <http://albany.edusupportcenter.com>

If you are not sure about using Blackboard, you can visit these Blackboard resource links:

- **Check your browser**
Be sure you are using a compatible browser and operating system.
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker
- **Blackboard Help for Students**
A set of FAQ and instructions on how to use Blackboard's features.
<https://help.blackboard.com/Learn/Student>
- **Blackboard's YouTube Playlist for Students**
Video tutorials about how Blackboard can support your online learning needs.
https://www.youtube.com/user/BlackboardTV/playlists?shelf_id=3&sort=dd&view=50

General Education Learning Objectives of Foreign Language Courses

(<http://www.albany.edu/generaleducation/foreign-language.php>)

This course fulfills the General Education Category of **Foreign Language**

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.

Class Work

1. Students will learn greetings, and basic ritual expressions.
2. Students will learn very simple sentence structures such as X wa Y desu, X wa (object) o Activity Verb, and (place) ni X ga arimasu/imasu, etc.
3. Students will learn basic verb and adjective conjugations (long present/past forms of verbs and adjectives, te-forms of verbs).
4. Students will practice reading and writing all Hiragana characters, all Katakana characters, 58 new Kanji characters (Lesson 3 - Lesson 6).
5. Students will study from Genki I Lesson 1 to Lesson 6.
6. Japanese culture issues are discussed from time to time throughout the semester.

On Friday, new expressions and grammar materials are introduced on-line. Students watch grammar lecture videos to learn new grammar. They will practice basic grammar using audio files, and web links. At the end of the practices, they can check their comprehension by completing homework exercises. Online sessions are asynchronous, which means that you do not need to log on at a specific time on Fridays. However, you must log on and complete the lesson (i.e., learn the new expressions, study the grammar, etc. and complete the homework exercises) on or before the date specified online.

On Tuesday and Thursday, we meet face to face. Students review new sentence structures, and practice conversation using them with their partners and group members.

To meet the learning objectives for the course, students must:

- Attend both online and in-person sessions regularly.
- Participate in online discussions and group/partner conversation practice.
- Follow the homework assignment directions and complete all assignments in a timely fashion.
- Take all quizzes and tests.

Grading

Homework Assignments	10%
Participation/ Preparation	10%
Lesson Quizzes	30%
Kana and Kanji Quizzes	10%
Vocabulary Quizzes	10%
Mid Term Exam	15%
Final Examinations	15%
(Listening 5%/ Grammar, Kanji)	

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.

- Three Hiragana quizzes, three Katakana quizzes, three Kanji quizzes will be given. Two vocabulary quizzes, and a lesson test will be given for L1, 2, 4, 5. As for Lesson 6, two vocabulary quizzes will be given. We also have mid-term exams (grammar L1, 2, 3) and final exams (listening, kanji L3-L6, and grammar L4, 5, 6).
- Speaking skill is evaluated during class work activities; being absent from in-person class many times will lead to a poor speaking skill grade.
- **Penalty for absences (No extra work can make up for the absences.)**
Attendance is very important. **Absences are excused only if written notes on institutional stationary are provided.**
 - a. **One grade lower** for more than **4** inexcusable absences.
 - b. **Two grades lower** for more than **6** inexcusable absences.
 - c. **One Letter grade lower** for more than **8** inexcusable absences.
 - d. An additional grade lower for every 2 times of inexcusable absences after 9.
 - e. Students who are absent from in-person class more than 50 % (14 times) of the total number of in-person class days (28) will fail the course.
- Absence due to religious observance: In accordance with New York State Education Law (Section 224-A), campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. The instructor works directly with students to accommodate religious observances. Students should notify the instructor in a timely manner.
- When you come late for in person class, report it to the instructor at the end of the class on that day. **OTHERWISE, YOU ARE CONSIDERED ABSENT.**
 - a. Three times of being late for more than 10 minutes to 30 minutes will be equal to one day absence.
 - b. Being late for more than half the class time will be equal to one day absence.
- **All assignments must be completed and turned in on time. No late assignments will be accepted.**
- There will be **NO MAKE-UP Quiz/Exam** given unless formal written proof of 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.

Course Policies

- **Attend Class**
Students are expected to attend all sessions of both online and in person class. Attendance is essential for the success of the course. Your instructor will grade on how you participate in class for every session.

- **Establish Rapport**
Make a lot of good friends in class to study with. Have study sessions with your group before quizzes and tests.
Also, if you have any trouble with keeping up with your course work, please let your instructor know as soon as you can, so that we can find a solution.
 - **No Cheating/Plagiarizing**
Cheating/Plagiarizing will lead to **failure** on the test/assignment.
You are expected to commit active learning in class and integrity in your behavior.
(http://www.albany.edu/studentconduct/standards_of_academic_integrity.php)
 - **Netiquette**
Please observe proper "netiquette" -- courteous and appropriate forms of communication and interaction over the Internet (within your online course). This means no personal attacks, obscene language, or intolerant expression. All viewpoints should be respected.
NOTE: The instructor of this course reserves the right to remove any questionable or offensive material from public areas of this course.
<http://www.albion.com/netiquette/corerules.html>
 - **Accommodating Disabilities**
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. The University provides a great deal of information on the services it offers to disabled students. See the [Disability Access and Inclusion Student Services website](#).
- DAISS Contact Information:
daiss@albany.edu
Campus Center 130
Phone (518) 442-5501; Fax (518) 442-5400
Hours of Operation:
Fall & Spring Semesters: 8:30 a.m. to 5 p.m.
Fall & Spring Finals: 8 a.m. to 7:30 p.m.
- **Be Responsible**

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.
 - **Instructors are your Learning Tools.**
You are here to learn. We are here to teach. 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.
 - **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.

- **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.
- **Study Hard!**
It takes **TIME**, **EFFORT**, and a **RELAXED ATTITUDE** to master a foreign language. Be patient, relaxed, and **STUDY HARD**.

AEAJ101 Class Work, and Test/Quiz Schedule

	In person	In person	Online
Week 1	Syllabus discussion Introduction	L1 /Hiragana	L1 G1/Hiragana
Week 2	L1 G1/Hiragana L1 Vocab. #1 Quiz	L1 G2/Hiragana L1 Vocab. #2 Quiz	L1 G3/Hiragana
Week 3	L1 Review Hiragana Quiz #1	L1 Test	L2 G1,2/Katakana
Week 4	L2 G1,2,3/Katakana L2 Vocab #1 Quiz	L2 G 4,5,6/Katakana L2 Vocab #2 Quiz	L2 G 6,7/Katakana
Week 5	L2 G6,7/Katakana Hiragana Quiz #2	L2 Review/Katakana	L2 Review/Katakana Katakana Quiz #1
Week 6	L2 Test	L3 G 1,2,3/Kanji	L3 G 3,4/Kanji L3 Vocab #1 Quiz
Week 7	L3 G 3,4,5/Kanji L3 Vocab #2 Quiz	L3 G 5,6, Review/Kanji	L3 Review/Kanji
Week 8	Fall Break	L3 Review/Kanji	L1,2,3 Review Katakana Quiz #2
Week 9	Midterm Exam (L1,2,3)	L4 G1,2,3/Kanji	L4 G3,4,5/Kanji L4 Vocab. #1 Quiz
Week 10	L4 G 4,5,6/Kanji L4 Vocab. #2 Quiz	L4 G 6,7,8/Kanji L3 Kanji Quiz	L4 Review
Week 11	L4 Review	L4 Test	L5 G 1,2/Kanji L4 Kanji Quiz
Week 12	L5 G3,4/ Kanji L5 Vocab. #1 Quiz	L5 G 5,6 /Kanji L5 Vocab. #2 Quiz	L5 Review/Kanji
Week 13	L5 Review	L5 Test	L6 G1,2
Week 14	L6 G1,2,3 L5 Kanji Quiz	Thanksgiving Break	Thanksgiving Break

Week 15	L6 G 4,5,6/Kanji L6 Vocab. #1 Quiz	L6 G 6,7/Kanji L6 Vocab. #2 Quiz	L6 Review
Week 16	L6 Review	Listening Exam	

AEAJ102 Elementary Japanese II
Class Numbers _____ and _____ (4 Credits)
Spring, 202__

Instructor/Office Hours/Phone/e-mail

Michiyo Kaya Wojnovich (Lecturer)

Office: HU 247

Office Hours: Monday 12:45 – 1:45, Tuesday 1:35 – 2:35 and by appointment

(When you would like to make an appointment, please email me, or talk to me at the end of the lesson. We will discuss your appointment schedule. I can arrange an in-person/ Zoom meeting with you.)

Phone: 442-4126

e-mail: mwojnovich@albany.edu

Meeting Time/ Locations

Call NO _____

F. On-Line

T. TH. 10:30 – 11:50

Call NO _____

F. On-Line

T.TH. 3:00 – 4:20

Course Description

The course is the second semester course of first year Japanese. This course consists of online work once a week and in person work twice a week. Prerequisites: AEAJ101 or Permission of Instructor.

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.
- be able to read some information from the simplest texts dealing with familiar topics.
- be able to create statements and formulate questions based on familiar material.
- Students are expected to reach the [ACTFL intermediate low level](#) for listening, speaking writing and reading skills.

Textbooks

1. Eri Banno, Yutaka Ohno, Yoko Sakane, Chikako Shinagawa. *Genki 1: An Integrated Course in Elementary Japanese. (3rd Edition)* The Japan Times. **(Required)**

2. Eri Banno, Yutaka Ohno, Yoko Sakane, Chikako Shinagawa. *Genki 1: An Integrated Course in Elementary Japanese. Workbook. (3rd Edition)* The Japan Times. **(Required)**

Technical Assistance

If you need technical assistance when you are using Blackboard or to report a problem with Blackboard, you can call the ITS desk.

- **UALbany ITS Help Desk** (weekdays)
Open M-F during daytime business hours
Phone: 518-442-3700
Online: <http://www.albany.edu/its/help>
- **Blackboard Support Center** (evenings & weekends)
Open M-F overnight (5:00PM - 9:00AM) and 24x7 on weekends
Phone: 844-852-5696
Online: <http://albany.edusupportcenter.com>

If you are not sure about using Blackboard, you can visit these Blackboard resource links:

- **Check your browser**
Be sure you are using a compatible browser and operating system.
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker
- **Blackboard Help for Students**
A set of FAQ and instructions on how to use Blackboard's features.
<https://help.blackboard.com/Learn/Student>
- **Blackboard's YouTube Playlist for Students**
Video tutorials about how Blackboard can support your online learning needs.
https://www.youtube.com/user/BlackboardTV/playlists?shelf_id=3&sort=dd&view=50

This course fulfills the General Education Category of **Foreign Language**

General Education Learning Objectives of Foreign Language Courses
(<http://www.albany.edu/generaleducation/foreign-language.php>)

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.

Class Work

1. Students will review basic adjective and verb conjugations (long forms of verbs and adjectives, *te*-form 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.

On Friday, new expressions and grammar materials are introduced on-line. Students watch grammar lecture videos to learn new grammar. They will practice basic grammar using audio files, and web links. At the end of the practices, they can check their

comprehension by completing homework exercises. Online sessions are asynchronous, which means that you do not need to log on at a specific time on Fridays. However, you must log on and complete the lesson (i.e., learn the new expressions, study the grammar, etc. and complete the homework exercises) on or before the date specified online.

On Tuesday and Thursday, we meet face to face. Students review new sentence structures, and practice conversation using them with their partners and group members.

To meet the learning objectives for the course, students must:

- Attend both online and in-person sessions regularly.
- Participate in online discussions and group/partner conversation practice.
- Follow the homework assignment directions and complete all assignments in a timely fashion.
- Take all quizzes and tests.

Grading

Homework Assignments	10%
Participation/ Preparation	10%
Lesson Tests	22%
Kanji Quizzes	10%
Verb/Adjective Conjugation Quiz	3%
Vocabulary Quizzes	10%
Mid Term Examination	15%
Listening Test	5%
Final Examination	15%
(Reading, Writing, Grammar, Kanji)	

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.

- Two vocabulary quizzes, a kanji quiz, and 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).
- Speaking skill is evaluated during class work activities; being absent from in-person class many times will lead to a poor speaking skill grade.
- **Penalty for absences (No extra work can make up for the absences.)**
Attendance is very important. **Absences are excused only if written notes on institutional stationary are provided.**
 - a. **One grade lower** for more than **4** inexcusable absences.
 - b. **Two grades lower** for more than **6** inexcusable absences.
 - c. **One Letter grade lower** for more than **8** inexcusable absences.
 - d. An additional grade lower for every 2 times of inexcusable absences after 9.
 - e. Students who are absent from in-person class more than 50 % (14 times) of the total number of in-person class days (28) will fail the course.

- Absence due to religious observance: In accordance with New York State Education Law (Section 224-A), campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. The instructor works directly with students to accommodate religious observances. Students should notify the instructor in a timely manner.
- When you come late for in person class, report it to the instructor at the end of the class on that day. **OTHERWISE, YOU ARE CONSIDERED ABSENT.**
 - a. Three times of being late for more than 10 minutes to 30 minutes will be equal to one day absence.
 - b. Being late for more than half the class time will be equal to one day absence.
- All assignments must be completed and turned in **on time. No late assignments will be accepted.**
- There will be **NO MAKE-UP Quiz/Exam** given unless formal written proof of 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.

Course Policies

- Attend Class
Students are expected to attend all sessions of both online and in person class. Attendance is essential for the success of the course. Your instructor will grade on how you participate in class for every session.
- Establish Rapport
Make a lot of good friends in class to study with. Have study sessions with your group before quizzes and tests.
Also if you have any trouble with keeping up with your course work, please let your instructor know as soon as you can, so that we can find a solution.
- No Cheating/Plagiarizing
Cheating/Plagiarizing will lead to **failure** on the test/assignment.
You are expected to commit active learning in class and integrity in your behavior.
(http://www.albany.edu/studentconduct/standards_of_academic_integrity.php)
- Netiquette
Please observe proper "netiquette" -- courteous and appropriate forms of communication and interaction over the Internet (within your online course). This means no personal attacks, obscene language, or intolerant expression. All viewpoints should be respected.
NOTE: The instructor of this course reserves the right to remove any questionable or offensive material from public areas of this course.
<http://www.albion.com/netiquette/corerules.html>

- Accommodating Disabilities

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. The University provides a great deal of information on the services it offers to disabled students. See the [Disability Access and Inclusion Student Services website](#).

DAISS Contact Information:

daiss@albany.edu

Campus Center 130

Phone (518) 442-5501; Fax (518) 442-5400

Hours of Operation:

Fall & Spring Semesters: 8:30 a.m. to 5 p.m.

Fall & Spring Finals: 8 a.m. to 7:30 p.m.

- Be Responsible

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.

- Instructors are your Learning Tools.

You are here to learn. We are here to teach. 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.

- 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.

- 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.

- **Study Hard!**

It takes **TIME**, **EFFORT**, and a **RELAXED ATTITUDE** to master a foreign language. Be patient, relaxed, and **STUDY HARD**.

AEAJ 102 Class Work, and Test/Quiz Schedule

	In person	In person	Online
Week 1	Syllabus/ Intro	101 Review	L7 G1,2,3
Week 2	L7 G1,2, 3,4 L7 Vocab. #1	L7 G3,4,5 L7 Vocab #2	L7 G5,6
Week 3	L7 Review L7 Kanji Quiz	L7 Test	L8 G1,2
Week 4	L8 G1,2,3,4 L8 Vocab. #1	L8 G3,4,5 L8 Vocab. #2	L8 G 6,7,8
Week 5	L8 G6,7,8	L8 Review L8 Kanji Quiz	L7,8 Review
Week 6	L8 Test	L9 G 1,2,3	L9 G4,5 L9 Vocab. #1
Week 7	L9 G 4,5,6 L9 Vocab. #2	L9 G6,7	L9 Review
Week 8	L7,8,9 Review Midterm Kanji Exam	Midterm Exam	L10 G1,2
Week 9	Spring Break	Spring Break	Spring Break
Week 10	L10 G1,2,3 L10 Vocab. #1	L10 G3,4,5 L10 Vocab. #2	L10 G 6,7,
Week 11	L10 G 5,6,7	L10 Review L10 Kanji Quiz	L10 Review
Week 12	L10 Test	L11 G1,2	L11 G 3,4 L11 Vocab. #1
Week 13	L11 G 2,3,4 L11 Vocab. #2	L11 Review	L11 Review
Week 14	L11 Test	L12 G 1,2 L11 Kanji Quiz	L12 G 3,4 L12 Vocab. #1
Week 15	L12 G 3,4,5,6 L12 Vocab. #2	L12 Review	L12 Review
Week 16	Listening Exam	Review	

AEAJ201 Intermediate Japanese I

Class Number _____ (4 Credits)

Fall, 20____

Instructors/Office Hours/Phone/e-mail

Michiyo Kaya Wojnovich (Lecturer)

Office: HU 247

Office Hours: Monday 12:45 – 1:45 Tuesday 1:30 – 2:30, and by appointment

Phone: 442-4126

When you would like to make an appointment, please email me or talk to me at the end of the lesson. We will discuss your appointment schedule. I can arrange an in-person meeting or a zoom meeting with you.

Meeting Time/ Locations

T. TH. 12:00 – 1:20

F. Online

Course Description:

This course is the first semester course of second year Japanese. This course consists of online work once a week and in person work twice a week. Prerequisites: AEAJ102 or Permission of Instructor.

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 polite and casual speech levels in basic social settings.
- demonstrate correct usage of basic grammar such as potential and volitional verb forms, sentences to qualify nouns, give/receive verbs, make suggestions, make requests, hearsay, tara-conditional, and transitive/intransitive verb pairs.
- Additionally, 79 new kanji characters are introduced. Students are expected to read and write them by the end of the semester.

Textbooks:

1. Eri Banno, Yutaka Ohno, Yoko Sakane, Chikako Shinagawa, Kyoko Takashiki. *Genki II: An Integrated Course in Elementary Japanese (3rd 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 (3rd Edition)*. The Japan Times. **(Required)**

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

This course fulfills the General Education Category of **Foreign Language**

General Education Learning Objectives of Foreign Language Courses

(<http://www.albany.edu/generaleducation/foreign-language.php>)

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.

Class Work:

1. Lessons to be covered: Lesson 13 – Lesson 18
2. Kanji 79 reading and writing practice.
3. Reading Practice
4. Composition Practice
5. Skit Presentation
6. Some Japanese culture studies.

On Friday, new expressions and grammar materials are introduced on-line. Students watch grammar lecture videos to learn new grammar. They will practice basic grammar using audio files, and web links. At the end of the practices, they can check their comprehension by completing homework exercises. Online sessions are asynchronous, which means that you do not need to log on at a specific time on Fridays. However, you must log on and complete the lesson (i.e., learn the new expressions, study the grammar, etc. and complete the homework exercises) on or before the date specified online.

On Tuesday and Thursday, we meet face to face. Students review new sentence structures, and practice conversation using them with their partners and group members.

To meet the learning objectives for the course, students must:

- Attend both online and in-person sessions regularly.
- Participate in online discussions and group/partner conversation practice.
- Follow the homework assignment directions and complete all assignments in a timely fashion.
- Take all quizzes and tests.

Grading:

Homework Assignments	10%
Participation/ Preparation (Including in-class oral performance)	10%
Lesson Quizzes	25 %
Kanji Quizzes	8 %
Vocabulary Quizzes	7 %
Midterm Examination	15 %
Japanese Composition (Sakubun)	5 %
Skit Presentation	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.

- Two vocabulary quizzes, a kanji quiz, and a lesson quiz will be given for each lesson. We also have mid-term exams (Kanji, and grammar) and final exams (listening, kanji, and grammar).
- Speaking skills are evaluated during class work activities.
- Absences are excused only if written notes on institutional stationery are provided.
 - **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.
 - An additional grade lower for every 2 times of inexcusable absences after 9.
 - Students who are absent from in-person class more than 50 % (14 times) of the total number of in-person class days (28) will fail the course.
- Absence due to religious observance: In accordance with New York State Education Law (Section 224-A), campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. The instructor work directly with students to accommodate religious observances. Students should notify the instructor in a timely manner.
- When you come late, report it to the instructor at the end of the class on that
 - day. **OTHERWISE, YOU ARE CONSIDERED ABSENT.**
 - Three times of being late for more than 10 minutes to 30 minutes will be equal to one day absence.
 - Being late for more than half the class time will be equal to one day absence.
- **All** assignments must be completed and turned in **on time**. Even though overdue work will earn 0 % for the assignment, it will be corrected and returned to the students for reviewing the material.
- Cheating/Plagiarizing will lead to **failure** on the test/assignment.
- There will be **NO MAKE-UP Quiz/Exam** given unless 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.

Course Policies

1. Attend Class

Students are expected to attend all sessions of both online and in person class. Attendance is essential for the success of the course. Your instructor will grade on how you participate in class for every session.

2. Establish Rapport

Make a lot of good friends in class to study with. Have study sessions with your group before quizzes and tests.

Also if you have any trouble with keeping up with your course work, please let your instructor know as soon as you can, so that we can find a solution.

3. No Cheating/Plagiarizing

Cheating/Plagiarizing will lead to **failure** on the test/assignment.

You are expected to commit active learning in class and integrity in your behavior.

(http://www.albany.edu/studentconduct/standards_of_academic_integrity.php)

4. Netiquette

Please observe proper "netiquette" -- courteous and appropriate forms of communication and interaction over the Internet (within your online course). This means no personal attacks, obscene language, or intolerant expression. All viewpoints should be respected.

NOTE: The instructor of this course reserves the right to remove any questionable or offensive material from public areas of this course.

<http://www.albion.com/netiquette/corerules.html>

5. Accommodating Disabilities

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. The University provides a great deal of information on the services it offers to disabled students. See the [Disability Access and Inclusion Student Services website](#).

DAISS Contact Information:

daiss@albany.edu

Campus Center 130

Phone (518) 442-5501; Fax (518) 442-5400

Hours of Operation:

Fall & Spring Semesters: 8:30 a.m. to 5 p.m.

Fall & Spring Finals: 8 a.m. to 7:30 p.m.

6. Be Responsible

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.

7. Instructors are your Learning Tools.
You are here to learn. We are here to teach. If you do not understand the material, please make an appointment with the instructor. You may ask any of the instructors, not just the instructor of your class.
8. 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.
9. 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.
10. Study Hard!
It takes **TIME**, **EFFORT**, and a **RELAXED ATTITUDE** to master a foreign language. Be patient, relaxed, and **STUDY HARD**.

Composition:

Students are expected to write 1 Japanese composition using new grammar learned in class. The title of the composition and the due date are the following. You must write at least 300-400 letters.

Title: 私のほしい^{どうぐ}道具 Write about your dream gadget. (Due: _____)

(Use 1. ~時 2. ~そうです 3. ~たら 4. ~みたいです 5. ~前に・~てから)

Skit Presentation (Due: _____)

Students are expected to write a group skit and make a movie using the skit. The objective of the presentation is to see how well you communicate with other students using the new grammar you learned in class. The skit should be about 10 minutes long. Everybody in the group should have at least 15 lines.

Skit First Draft (Due: _____)

Skit Second Draft (Due: _____)

AEA201 Class Work, and Test/Quiz Schedule

	In person	In person	Online
Week 1	Syllabus Discussion 100 Review	100 Review	L13 G1,2
Week 2	L13 G1,2,3 L13 Vocab. #1 Quiz	L13 G 3,4,5 L13 Vocab #2 Quiz	L13 G 6, Review
Week 3	L13 Review L13 Kanji Quiz	L13 Test	L14 G1,2
Week 4	L14 G 1,2,3	L14 G4,5,	L14 Review
Week 5	L14 Review	L14 Test	L15 G 1,2
Week 6	L15 G1,2, L15 Vocab. #1 Quiz	L15 G3,4 L15 Vocab. #2 Quiz	L15 Review
Week 7	L15 Review Midterm Kanji Test	Midterm Exam (L13,14,15)	L16 G1,2
Week 8	Fall Break	L16 G1,2,3 L16 Vocab. #1 Quiz	L16 G4,5
Week 9	L16 G4,5 L16 Vocab. #2 Quiz	L16 Review L16 Kanji Quiz	L16 Review
Week 10	L16 Test	L17 G1,2	L17 G3,4 L17 Vocab #1 Quiz
Week 11	L17 G3,4,5 L17 Vocab. #2 Quiz	L17 G5,6	L17 Review
Week 12	L17 Review L17 Kanji Quiz	L17 Test	L18 G1,2
Week 13	L18 G1,2 L18 Vocab. #1 Quiz	L18 G 3,4 L18 Vocab #2 Quiz	L18 G 5,6
Week 14	L18 Review	Thanksgiving Break	Thanksgiving Break
Week 15	L18 Review	Skit Presentation	Review
Week 16	Review	Listening Exam	

AEAJ202 Intermediate Japanese II

Call Number _____ (4 Credits)

Spring, 20____

Instructors/Office Hours/Phone/e-mail

Michiyo Kaya Wojnovich (Lecturer)

Office: HU 247

Office Hours: Monday 12:45 – 1:45, Tuesday 1:35 – 2:35 and by appointment

(When you would like to make an appointment, please email me, or talk to me at the end of the lesson. We will discuss your appointment schedule. I can arrange an in-person/ zoom meeting with you.)

Phone: 442-4126

e-mail: mwojnovich@albany.edu

Meeting Time/ Locations

T. TH. 12:00 – 1:20

F. Online

Course Description

This course is the second semester course of second year Japanese. This course consists of online work once a week and in person work twice a week. Prerequisites: AEAJ201 or Permission of Instructor.

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.
- 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.

Textbooks:

1. Eri Banno, Yutaka Ohno, Yoko Sakane, Chikako Shinagawa, Kyoko Takashiki. *Genki II: An Integrated Course in Elementary Japanese (3rd 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 (3rd Edition)*. The Japan Times. **(Required)**

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

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

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.

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.
You will have 4 reading practice sessions. You do not need to bring *Genki* textbooks when you have the reading session.
4. Some Japanese culture studies.

On Friday, new expressions and grammar materials are introduced on-line. Students watch grammar lecture videos to learn new grammar. They will practice basic grammar using audio files, and web links. At the end of the practices, they can check their comprehension by completing homework exercises. Online sessions are asynchronous, which means that you do not need to log on at a specific time on Fridays. However, you must log on and complete the lesson (i.e., learn the new expressions, study the grammar, etc. and complete the homework exercises) on or before the date specified online.

On Tuesday and Thursday, we meet face to face. Students review new sentence structures, and practice conversation using them with their partners and group members.

To meet the learning objectives for the course, students must:

- Attend both online and in-person sessions regularly.
- Participate in online discussions and group/partner conversation practice.
- Follow the homework assignment directions and complete all assignments in a timely fashion.
- Take all quizzes and tests.

Grading:

Homework Assignments	10%
Participation/ Preparation	10%
Lesson Tests	20%
Kanji Quizzes	10%
Vocabulary Quizzes	10 %
Midterm Examination	15%
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.

- Two vocabulary quizzes, a kanji quiz, and a lesson quiz will be given for each lesson. We also have mid-term exams (Kanji, and grammar) and final exams (listening, kanji, and grammar).
- Speaking skills are evaluated during class work activities.
- Absences are excused only if written notes on institutional stationery are provided.
 - **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.
 - An additional grade lower for every 2 times of inexcusable absences after 9.
 - Students who are absent from in-person class more than 50 % (14 times) of the total number of in-person class days (28) will fail the course.
- Absence due to religious observance: In accordance with New York State Education Law (Section 224-A), campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. The instructor work directly with students to accommodate religious observances. Students should notify the instructor in a timely manner.
- When you come late, report it to the instructor at the end of the class on that
 - day. **OTHERWISE, YOU ARE CONSIDERED ABSENT.**
 - Three times of being late for more than 10 minutes to 30 minutes will be equal to one day absence.
 - Being late for more than half the class time will be equal to one day absence.
- **All** assignments must be completed and turned in **on time**. Even though overdue work will earn 0 % for the assignment, it will be corrected and returned to the students for reviewing the material.
- Cheating/Plagiarizing will lead to **failure** on the test/assignment.
- There will be **NO MAKE-UP Quiz/Exam** given unless 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.

Course Policies

1. Attend Class

Students are expected to attend all sessions of both online and in person class. Attendance is essential for the success of the course. Your instructor will grade on how you participate in class for every session.

2. Establish Rapport

Make a lot of good friends in class to study with. Have study sessions with your group before quizzes and tests.

Also if you have any trouble with keeping up with your course work, please let your instructor know as soon as you can, so that we can find a solution.

3. No Cheating/Plagiarizing

Cheating/Plagiarizing will lead to **failure** on the test/assignment.

You are expected to commit active learning in class and integrity in your behavior.

(http://www.albany.edu/studentconduct/standards_of_academic_integrity.php)

4. Netiquette

Please observe proper "netiquette" -- courteous and appropriate forms of communication and interaction over the Internet (within your online course). This means no personal attacks, obscene language, or intolerant expression. All viewpoints should be respected.

NOTE: The instructor of this course reserves the right to remove any questionable or offensive material from public areas of this course.

<http://www.albion.com/netiquette/corerules.html>

5. Accommodating Disabilities

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. The University provides a great deal of information on the services it offers to disabled students. See the [Disability Access and Inclusion Student Services website](#).

DAISS Contact Information:

daiss@albany.edu

Campus Center 130

Phone (518) 442-5501; Fax (518) 442-5400

Hours of Operation:

Fall & Spring Semesters: 8:30 a.m. to 5 p.m.

Fall & Spring Finals: 8 a.m. to 7:30 p.m.

6. Be Responsible

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.

7. Instructors are your Learning Tools.
You are here to learn. We are here to teach. If you do not understand the material, please make an appointment with the instructor. You may ask any of the instructors, not just the instructor of your class.
8. 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.
9. 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.
10. Study Hard!
It takes **TIME**, **EFFORT**, and a **RELAXED ATTITUDE** to master a foreign language. Be patient, relaxed, and **STUDY HARD**.

Composition

Students are expected to write 1 Japanese composition using new grammar structures you learned in new lessons. The titles of the compositions and the dues are listed below. You must write more than 400 letters.

Sakubun Title: 私のいやな日 **Due:**_____

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 use the structures you learned this semester. More you use new structures correctly, higher points you will receive.

Speech:

Due: _____ **Outline in Japanese**

Due: _____ **First Draft**

Due: _____ **Second draft**

Due: _____ **Speech Presentation**

Students are expected to write more than 800 letter speeches to present them in 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もんだいは何ですか。その問題を解決かいけつするにはどうしたらいいと考えますか。
2. あなたの国の特別な慣習とくべつ かんしゅうはなんですか。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。

3. 国際理解を深めるために必要な事は何ですか。どうしてそれをするとう国際理解が深まりますか。

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 score 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.

AEAJ 202 Class Work, and Test/Quiz Schedule

	In person	In person	Online
Week 1	Syllabus Discussion Review	201 Review	L19 G1,2
Week 2	L19 G 1,2,3,4 L19 Vocab. #1 Quiz	L19 G 4,5 L19 Vocab #2 Quiz	L19 G5,6
Week 3	L19 Review	L19 Review L19 Kanji Quiz	L19 Reading
Week 4	L19 Test	L20 G 1,2	L20 G3,4 L20 Vocab #1 Quiz
Week 5	L20 G 3,4,5 L20 Vocab. #2 Quiz	L20 G 5,6	L20 Reading
Week 6	L20 Review	L19/20 Review Midterm Kanji Exam	Test Practice
Week 7	Midterm Exam	L21 G1,2	L21 G 3,4 L21 Vocab. #1 Quiz
Week 8	L21 G 3,4,5 L21 Vocab. #2 Quiz	L21 Review	L21 Reading
Week 9	Spring Break	Spring Break	Spring Break
Week 10	L21 Review L21 Kanji Quiz	L21 Test	L22 G 1,2
Week 11	L22 G 1,2,3 L22 Vocab. #1 Quiz	L22 G 4,5 L22 Vocab. #2 Quiz	L22 Reading

Week 12	L22 Review	L22 Review L22 Kanji Quiz	L23 G 1,2
Week 13	L22 Test	L23 G 1,2,3	L23 G 3,4 L23 Vocab. #1 Quiz
Week 14	L23 G 4,5	L23 Review	L23 Reading
Week 15	L23 Review L23 Vocab. #2 Quiz	Speech Presentation	202 Review
Week 16	Listening Exam	Review	

EAJ301 ADVANCED JAPANESE
Fall 2022 – Class No. – 3 credits
MWF 10:35 a.m. - 11:30 a.m.; Business Building 0362

Instructor:	Professor Susanna Fessler	Phone:	518-442-4119
Office:	Humanities 243	Office Hours:	Th F 12:00-1:00
e-mail:	sfessler@albany.edu		And by appointment

Course Description:

This course is designed for students who have completed EAJ202 or its equivalent. It covers the four main areas of language learning: listening, speaking, reading, and writing.

Learning Outcomes:

- Students will be able to listen to and comprehend the language
- Students will be able to read and comprehend the language
- Students will be able to write in the language
- Students will be able to speak in the language

General Education Information:

This course fulfills the General Education Category of **Foreign Language**.

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.

Learning Objectives for Foreign Language

Students will demonstrate:

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

Required Texts/Materials:

- *Hiyaku: An Intermediate Japanese Course*, Eguchi et al., Routledge.

- You should have installed on your computer a Japanese language pack, and become familiar with its functions. If you have difficulty with that, please let me know immediately.
- It is strongly recommended that you use Firefox as your browser AND install the 10ten Japanese Reader add-on. 10ten is free shareware. You can find the link to the download at <https://addons.mozilla.org/en-US/firefox/addon/10ten-ja-reader/>
- You will need to download Anki (暗記), a vocabulary memorization study aide, from <https://apps.ankiweb.net/>. It is free and can be synched on multiple devices.

Grading:

For each item, links are provided on Blackboard in the respective Lesson Folder under “コースコンテンツ”

- For each lesson there is a kanji worksheet. These will need to be printed out so that you can practice writing each kanji *by hand*. You cannot do these electronically.
- For each lesson (except the review), there is a writing assignment under 書きましよう. These *can* be done electronically, if you wish.
- Each lesson’s reading has an accompanying podcast. You must listen to those at least once. The links to each podcast are on Blackboard in the respective Lesson Folders.
- Throughout the semester, you should use Anki (暗記) *every day* to review vocabulary. I did not note that under “homework” on the schedule below, but it is a daily obligation on your part. Four times during the semester (see the Blackboard calendar) I will ask you to print out a .pdf of your usage stats and send it to me. To some extent this is on the honor system because I can’t know for sure which deck you’re using, or if you “cheated” in telling Anki what you knew and what you didn’t know. But if you cut those corners, it will come back to haunt you on the tests. Your Anki score will be based on *usage*, not on mastery, i.e., it is in your best interest to use the tool honestly.
- I will take attendance every day. If you attend class and participate, you’ll receive full credit for that day. If you attend class and do not participate, or if you are significantly late, you’ll receive half credit for that day. If you are absent it is *your responsibility* to find out what you missed, and to produce documentation in the case of an excused absence.
- Each lesson has a section titled 聞きましよう. In this section, you will listen to a passage and answer five questions about it through Blackboard. You can attempt this assignment as many times as you want until the deadline; your highest scoring attempt will be the final score for the assignment. If you score 100% on at least one attempt, you will gain access to the script of the podcast (also on Blackboard).
- At the end of each lesson we will have a test on the content. The tests will not be cumulative per se, but they may contain vocabulary and grammar from previous lessons. The test for Lesson 4 (the last lesson of the semester) will be held during the final exam period in accordance with the university schedule.

Grading Breakdown*	
漢字シート	12%
「書きましよう」の宿題	16%
読み物の聞く練習	5%
暗記の参加	10%
出席	7%
聞く練習	10%
レッスン試験 (4)	40%

*For each category, the score will be a mathematical average. Grades will be kept current on Blackboard so you can check them at any time.

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.

課	日付	曜日	授業計画	宿題
	8/22	月	コース入門	無し
復習	8/24	水	復習の文法 I, II, III	
	8/26	金	復習の文法 IV, V, VI	
	8/29	月	復習の文法 VII, VIII, IX	復習の漢字練習シート
1	8/31	水	初めに	読み物の聞く練習
1	9/2	金	文法	
1	9/5	月	労働の日 - 休講	
1	9/7	水	文法	
1	9/9	金	文法	
1	9/12	月	内容質問	読み物の聞く練習
1	9/14	水	話ましよう	聞く練習
1	9/16	金	読みましよう	
1	9/19	月	読みましよう	暗記レポート; 書きましようの宿題
1	9/21	水	試験	漢字練習シート
2	9/23	金	初めに	
2	9/26	月	文法	
2	9/28	水	文法	
2	9/30	金	文法	
2	10/2	月	内容質問	読み物の聞く練習

2	10/5	水	話しましょう	聞く練習
2	10/10	金	読みましょう	
	10/12	月	秋休み一休講	
2	10/14	水	読みましょう	書きまじょうの宿題
2	10/16	金	試験	漢字練習シート
3	10/17	月	初めに	暗記レポート
3	10/19	水	文法	
3	10/21	金	文法	
3	10/24	月	文法	
3	10/26	水	内容質問	読み物の聞く練習
3	10/28	金	話しましょう	聞く練習
3	10/31	月	読みましょう	
3	11/2	水	読みましょう	
3	11/4	金	楽しみましょう	書きまじょうの宿題
3	11/7	月	試験	漢字練習シート
4	11/9	水	初めに	
4	11/11	金	文法	
4	11/14	月	文法	暗記レポート
4	11/16	水	文法	
4	11/18	金	内容質問	読み物の聞く練習
4	11/21	月	話しましょう	聞く練習
	11/23	水	感謝の日一休講	
	11/25	金		
4	11/28	月	読みましょう	
4	11/30	水	読みましょう	書きまじょうの宿題
4	12/2	金	楽しみましょう	
	12/5	月	復習	暗記レポート; 漢字練習シート

EAJ302 ADVANCED JAPANESE
Spring 2023 – Class No. 3699 – 3 credits
MWF 10:35 a.m. - 11:30 a.m.; Massry Center for Business 356

Instructor:	Professor Susanna Fessler	Phone:	518-442-4119
Office:	Humanities 243	Office Hours:	M 2:30-3:30 F 12:00-1:00
e-mail:	sfessler@albany.edu		And by appointment

Course Description:

This course is designed for students who have completed EAJ301 or its equivalent. It covers the four main areas of language learning: listening, speaking, reading, and writing. Prerequisites: EAJ301 or permission of the instructor.

Learning Outcomes:

- Students will be able to listen to and comprehend the language
- Students will be able to read and comprehend the language
- Students will be able to write in the language
- Students will be able to speak in the language

General Education Information:

This course fulfills the General Education Category of **Foreign Language**.

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.

Learning Objectives for Foreign Language

Students will demonstrate:

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

Required Texts/Materials:

- *Hiyaku: An Intermediate Japanese Course*. (Routledge)

- You should have installed on your computer a Japanese language pack and become familiar with its functions. If you have difficulty with that, please let me know immediately.
- It is strongly recommended that you use Firefox as your browser AND install the 10ten Japanese Reader add-on. 10ten is free shareware. You can find the link to the download at <https://addons.mozilla.org/en-US/firefox/addon/10ten-ja-reader/>
- You will need to download Anki (暗記), a vocabulary memorization study aide, from <https://apps.ankiweb.net/>. It is free and can be synched on multiple devices.

Grading:

For each item, links are provided on Blackboard in the respective Lesson Folder under “コースコンテンツ”

- For each lesson there is a kanji worksheet. You can print out the .pdf available on Blackboard, or you can write in the textbook. In either case, it is important that you write the *kanji* by hand. You can submit a hard copy, or a scan/photo of your work.
- For each lesson, there is a writing assignment under 書きましょう. These *can* be done electronically, if you wish.
- Each lesson’s reading has an accompanying recording of the main lesson essay. You must listen to those at least once. The links to each podcast are on Blackboard in the respective Lesson Folders.
- Throughout the semester, you should use Anki (暗記) *every day* to review vocabulary. I did not note that under “homework” on the schedule below, but it is a daily obligation on your part. Four times during the semester (see the Blackboard calendar) I will ask you to print out a .pdf of your usage stats and send it to me. To some extent this is on the honor system because I can’t know for sure which deck you’re using, or if you “cheated” in telling Anki what you knew and what you didn’t know. But if you cut those corners, it will come back to haunt you on the tests. Your Anki score will be based on *usage*, not on mastery, i.e., it is in your best interest to use the tool honestly.
- I will take attendance every day. If you attend class and participate, you’ll receive full credit for that day. If you attend class and do not participate, or if you are significantly late, you’ll receive half credit for that day. If you are absent it is *your responsibility* to find out what you missed, and to produce documentation in the case of an excused absence.
- Each lesson has a section titled 聞きましょう. In this section, you will listen to a passage and answer five questions about it through Blackboard. You can attempt this assignment as many times as you want until the deadline; your highest scoring attempt will be the final score for the assignment. If you score 100% on at least one attempt, you will gain access to the script of the podcast (also on Blackboard).
- At the end of each lesson we will have a test on the content. The tests will not be cumulative per se, but they may contain vocabulary and grammar from previous lessons. The test for Lesson 8 (the last lesson of the semester) will be held during the final exam period in accordance with the university schedule.

Grading Breakdown*	
漢字シート	12%
「書きましよう」の宿題	16%
読み物の聞く練習	5%
暗記の参加	10%
出席	7%
聞く練習	10%
レッスン試験 (4)	40%

*For each category, the score will be a mathematical average. Grades will be kept current on Blackboard so you can check them at any time.

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.

課	日付	曜日	授業計画	宿題
	1/18	水	コース入門・復習	
5 言葉と文化	1/20	金	初めに	
5 言葉と文化	1/23	月	文法	
5 言葉と文化	1/25	水	文法	
5 言葉と文化	1/27	金	文法	
5 言葉と文化	1/30	月	内容質問	読み物の聞く練習
5 言葉と文化	2/1	水	話ましよう	聞く練習
5 言葉と文化	2/3	金	読みましよう	
5 言葉と文化	2/6	月	読みましよう	
5 言葉と文化	2/8	水	楽しみましよう	書きましようの宿題
5 言葉と文化	2/10	金	第五課の試験	漢字練習シート
6 詩	2/13	月	初めに	
6 詩	2/15	水	文法	暗記レポート
6 詩	2/17	金	文法	
6 詩	2/20	月	文法	
6 詩	2/22	水	内容質問	読み物の聞く練習
6 詩	2/24	金	話ましよう	聞く練習
6 詩	2/27	月	読みましよう	
6 詩	3/1	水	読みましよう	
6 詩	3/3	金	楽しみましよう	書きましようの宿題
6 詩	3/6	月	第六課の試験	漢字練習シート

7 食文化	3/8	水	初めに	暗記レポート
7 食文化	3/10	金	文法	
	3/13	月	春休み・休講	
	3/15	水		
	3/17	金		
7 食文化	3/20	月	文法	
7 食文化	3/22	水	文法	
7 食文化	3/24	金	内容質問	読み物の聞く練習
7 食文化	3/27	月	話しましょう	聞く練習
7 食文化	3/29	水	読みましょう	
7 食文化	3/31	金	読みましょう	
7 食文化	4/3	月	楽しみましょう	書きまじょうの宿題
7 食文化	4/5	水	第七課の試験	漢字練習シート
8 歴史	4/7	金	初めに	
8 歴史	4/10	月	文法	暗記レポート
8 歴史	4/12	水	文法	
8 歴史	4/14	金	文法	
8 歴史	4/17	月	内容質問	読み物の聞く練習
8 歴史	4/19	水	話しましょう	聞く練習；
8 歴史	4/21	金	読みましょう	書きまじょうの宿題
8 歴史	4/24	月	読みましょう	
8 歴史	4/26	水	楽しみましょう	漢字練習シート
	4/28	金	復習	暗記レポート
	5/1	月	復習	

第八課の験は五月五日(金) 10:30a.m.-12:30p.m.に行われます。

History of Premodern Japan

AEAJ 384 (7430) / AHIS 384 (7431)

University at Albany, Fall 2021

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

e-mail: jpersion@albany.edu

Tel (Office): 518-442-4579

Time and Place: MW 3:00 – 4:20, LC0012

Office Hours: 1:30-2:30pm MW, or by appointment.

Credit Hours: 3.0

Course Description:

This course surveys the history of Japan from the earliest records referring to societies on the archipelago to the rule of the Tokugawa Shogunate beginning in the 17th century. We will analyze primary sources in translation, as well as a variety of secondary sources in investigating social, political, and intellectual trends of Japan's past. Students will develop skills in textual analysis, argumentative writing, effective communication, as well as a broad knowledge of pre-modern Japanese history. There are no prerequisites for this course.

Learning Objectives and General Education

LEARNING OBJECTIVES:

- Students will be able to identify the geography and ethnography of premodern Japan.
- Students will be able to identify the outline and major periods in the history of premodern Japan.
- Students will be able to identify the major issues in the modern transformation of Japan.
- Students will be able to identify major currents of literature, philosophy, religion in premodern Japan.

GENERAL EDUCATION INFORMATION:

This class fulfills the General Education category of **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 recognize 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.

This course fulfills the General Education category of **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.

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 Class Participation	10%
Perusall Reading Assignments	20%
Short Essay Assignment	15%
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

CONSISTENT PARTICIPATION IS MANDATORY: Students must inform the instructor prior to class if they need to miss a class. Students unable to participate in 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 in preparation for participating in class. Have your reading assignments on hand so that you can

reference them during discussion. Perusall participation for each day must be completed by noon of that day.

STUDENTS WITH DISABILITIES: I request that any student with a documented disability needing academic adjustments or accommodations consult 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

CLASSROOM SAFETY: Face-coverings are required in the classroom and must be worn throughout the class period. Eating and drinking are prohibited during class time. These are University requirements this semester. For more information, please review the protocols on the following link: <https://www.albany.edu/covid-19/fall-2021>

REQUIRED TEXTS:

Karl Friday, ed., *Japan Emerging: Premodern History to 1850* (Westview Press, 2012)
Referred to as JE below

NOTE: All readings, including the textbook above, will be distributed through Perusall.

Course Schedule

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

WEEK 1

August 23: Introduction

August 25: History, Chronology, and the Past

- JE pp. 3-31; 55-65 (Gina L. Barnes, "Japan's Natural Setting"; Karl Friday, "Sorting the Past"; Joan Piggot, "Defining 'Ancient' and 'Classical'"; C. Melvin Aikens, "Origins of the Japanese People")

WEEK 2

August 30: Prehistory & "Wa" in the Chinese Records

- "Japan in the Wei Dynastic History" (PDF)
- "Early Shinto" (PDF)
- Laura Miller, "Rebranding Himiko, the Shaman Queen of Ancient History" (PDF)

Sept. 1: Prince Shōtoku & The Chinese Model of Rulership

- "The Impact of Chinese Civilization" (PDF)
- JE pp. 98-107 (Douglas Fuqua, "Centralization and State Formation in Sixth- and Seventh-Century Japan")

WEEK 3

Sept. 6: **NO CLASS (Labor Day)**

Sept. 8: Building Nara

- Gary Ebersole, "Mythistory, Ritual, and Poetry in Early Japan" (PDF)
- Recommended: JE pp. 111-121 (Ross Bender, "Emperor, Aristocracy, and the *Ritsuryō* State: Court Politics in Nara")

WEEK 4

Sept. 13: Producing the Peripheries

- "The Legend of Prince Yamatotakeru" (PDF)
- Kuroda, "Shinto in the History of Japanese Religion"

Sept. 15: Buddhism and the Nara State

- JE pp. 135-145 (Mikael Adolphson, "Aristocratic Buddhism")

WEEK 5

Sept. 20: The Move to Heian

- JE pp. 122-134; 157-166 (Mikael Adolphson, "Oligarchy, Shared Rulership, and Power Blocs," Charlotte von Verschuer, "The Provinces and the Public Economy, 700 – 1100")

Sept. 22: Peer Review Session for Essay Assignment

9/25: **Essay Assignment Due** Submit your paper through Blackboard

WEEK 6

Sept. 27: Heian Peripheries & "Deconstructing" Japan

- AMINO Yoshihiko, "Deconstructing 'Japan'" (PDF)

Sept. 29: Court Culture & The Shōen System

- JE pp. 167-177 (Ethan Segal, "The Shōen System")
- Recommended: JE pp. 146-157 (Robert Borgen and Joseph T. Sorensen, "The Canons of Courtly Taste")

WEEK 7

Oct. 4: Rise of the Samurai & the Kamakura Bakufu

- *The Chronicles of Yoshitsune*, excerpts (PDF)
- JE pp. 178-188 (Karl Friday, "The Dawn of the Samurai")
- Recommended: JE pp. 189-199 (Andrew Edmund Goble, "The Kamakura Shogunate and the Beginnings of Warrior Power") & JE pp. 203-212 (Ethan Segal, "Kamakura and the Challenges of Governance")

Oct. 6: Mappō & Mongol Invasions

- *Hōjōki* (PDF)
- "The Mongol Invasions of Japan" and "Nichiren: The Sun and the Lotus" (PDF)
- Recommended: JE pp. 224-232 (William M. Bodiford, "Medieval Religion")

WEEK 8

Oct. 11: **NO CLASS (Fall Break)**

Oct. 13: Ashikaga (Muromachi) Bakufu and the Northern and Southern Court Conflicts

- JE pp. 213-223, 233-266 (Andrew Edmund Goble, "Go-Daigo, Takauji, and the Muromachi Shogunate"; David Eason, "Warriors, Warlords, and Domains"; Thomas D. Conlan, "Medieval Warfare"; Linda H. Chance, "Medieval Arts and Aesthetics")

WEEK 9

Oct. 18: Review Session for Midterm

Oct. 20: Muromachi Bakufu and the Ming Empire

- TABATA Yasuko, Women's work and status in the changing medieval economy (PDF)

WEEK 10

Oct. 25: Midterm Peer Review Session

10/28: **Midterms Due** Submit your paper as an email attachment to Prof. Person named "yourlastnamemidterm.doc(x)." Please submit as one file.

Oct. 27: The Warring States Period

- Spafford, "An Apology of Betrayal"

WEEK 11

Nov. 1: Oda Nobunaga and the idea of "Early Modern"

- JE pp. 267-320 (Hitomi Tonomura, "Gender Relations in the Age of Violence," Thomas Keirstead, "The Rise of the Peasantry," Ethan Segal, "The Medieval Economy," Michael Laver, "Diplomacy, Piracy, and the Spaces Between: Japan and East Asia in the Medieval Period", Early Modern Timeline, Lee Butler, "The Sixteenth-Century Reunification")

Nov. 3: Toyotomi Politics and the Korean Expedition

- "Unification by Toyotomi Hideyoshi" (PDF)

WEEK 12

Nov. 8: Post-Sekigahara Settlement & Tokugawa Order

- Mary Elizabeth Berry, "Public Peace and Private Attachment"

Nov. 10: Travel, Mobility, and the Tokugawa Village

- JE pp. 321-332 (Philip Brown, "The Political Order")

WEEK 13

Nov. 15: The Dutch East India Company and Foreign Policy under Tokugawa

- JE pp. 333-343; 356-377 (Michael Laver, "A Whole New World (Order)", David L. Howell "Urbanization, Trade, and Merchants"; Frank Chance, "Ukiyo Asobi")

Nov. 17: Genroku Culture & Merchant Culture

- Amy Stanley, "Adultery, Punishment, and Reconciliation in Tokugawa Japan"

WEEK 14

Nov. 22: Premodern History in Contemporary Popular Culture

November 24 - November 29: Thanksgiving Break

WEEK 15

Nov. 29: Confucianism and Nativism in Tokugawa Japan

- MOTOORI Norinaga, "Naobi no mitama" (PDF)

Dec. 1: Final Exam Review Session

WEEK 16

Dec. 6: Final Exams Distributed

FINAL EXAM DUE: 12/12

History of Modern Japan

AEAJ 385 (3972) /AHIS 385 (6836)

University at Albany, Spring 2021

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

e-mail: jperson@albany.edu

TuTh 3:00 – 4:20 when meeting synchronously

Fully Online Course

Credit Hours: 3 Credits

Office: HU242

Office Hours: TTh 1:30 – 2:30, or by appointment

Course Description:

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. There are no prerequisites for this course.

Learning Objectives and General Education

LEARNING OBJECTIVES:

- Students will be able to identify the geography and ethnography of modern Japan.
- Students will be able to identify the outline and major periods in the history of modern Japan.
- Students will be able to identify the major issues in the modern transformation of Japan.

GENERAL EDUCATION INFORMATION:

This class fulfills the General Education category of **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 recognize 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.

This course fulfills the General Education category of **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.

Course Requirements & Policies

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

Perusall Assignments	25%
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

CONSISTENT PARTICIPATION IS MANDATORY: Students must inform the instructor prior to class if they need to miss a class. Students unable to participate in 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 in preparation for participating in class. Have your reading assignments on hand so that you can reference them during discussion.

STUDENTS WITH DISABILITIES: I request that any student with a documented disability needing academic adjustments or accommodations consult 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

REQUIRED TEXTS:

Andrew GORDON, *A Modern History of Japan* (Purchased through Perusall)
 KATSU Kokichi, *Musui's Story* (Purchase through the bookstore)

* All other readings will be provided as PDFs through Persuall.

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:

Feb. 2: Introduction to the History of Modern Japan
Gordon, *A Modern History of Japan* (MHJ), chapters 1 – 3

Feb. 4: Tokugawa Order & the Bakuhan System
Aizawa Seishisai, “A New Thesis”
Begin reading *Musui’s Story*

Week 2:

Feb. 9: Internal Troubles, External Threats: the Limits of the Tokugawa Order
Hiraga Gennai “On Farting”
MHJ, chapter 4 (Recommended)

Feb. 11: Meiji Japan: Revolution or Restoration?
MHJ, chapter 5

Week 3:

Feb. 16: Civilization and Enlightenment in the Meiji Transition
Fukuzawa Yukichi, “Goodbye to Asia”
MHJ, chapter 6

Feb. 18: First Writing Assignment Peer Review Session

***Musui’s Story* Essay Due: Sunday 2/21**
Submit through appropriate portal on Blackboard by the end of the day

Week 4:

Feb. 23: The lives and deaths of Saigō Takamori
Mark Ravina, “The Apocryphal Suicide of Saigō Takamori”

Feb. 25: Late Meiji and the idea of a Japanese nation
MHJ, chapter 7
Benedict Anderson: *Imagined Communities* (excerpts)

Week 5:

March 2: Pan-Asian Utopias and the Question of Modernity
Stuart Hall, “The West and the Rest” in *Modernity: An Introduction to Modern Societies*

March 4: Ideologies of Peace I: The Peace Preservation Law & Imperial Democracy
Kaneko Fumiko "The Road to Nihilism" (1923)
MHJ, chapters 8 – 9 (Recommended)

Week 6:

March 9: Urban Development on the Archipelago & Taisho Modernisms
Miriam Silverberg, "Modern Girl as Militant" (1991)
MHJ, chapters 10 – 11 (Recommended)

March 11: Colonial Subjectivities
Kirsten Ziomek, "The 1903 Human Pavilion"

Week 7:

March 16: The War
Japan at War: An Oral History (excerpts)
MHJ, chapter 12

March 18: First Half in Review: Designing the Midterm

Week 8:

March 23: Midterm Peer Review

March 25: Experiences of the "end" of the war in the Japanese Empire

Midterm exam due: 3/26
Send exams as a word file via email to jperson@albany.edu

Week 9:

March 30: Occupied Japan & the 1955 System
Bruce Cumings, "Japan's Position in the World System" (1993)
MHJ, chapter 13

April 1: The Invention of Traditions
Eric Hobsbawm, "Introduction: Inventing Traditions" (1983)
Carol Gluck, "The Invention of Edo" (1998)

Week 10:

April 6: NO CLASS

April 8: The Liberal Democratic Party & The Economic Miracle
Hideo Aoki, "*Buraku Culture*" (2009)

Week 11:

April 13: Global Revolutions: 1968
William Marotti, "Japan 1968: The Performance of Violence and the Theater of Protest" (2009)

April 15: Showa Popular Culture

MHJ, chapter 14

Week 12:

April 20: Comfort Women, Memory, and History

Ueno Chizuko, "The Politics of Memory: Nation, Individual, and Self" (1997)

April 22: Ideologies of Peace II: "Atoms for Peace" & the Politics of "Area Studies"

MHJ, chapter 15 – 16

Week 13:

April 27: "Pax-Nipponica" & the Bubble Economy

Carol Gluck, "The Past in the Present" (1993)

April 29: The "Lost" Decade vs. "Lost" Generation

David Leheny, "The Souls of the Ehime Maru" (2018)

MHJ, chapter 17

Week 14:

May 4: Otaku Culture

The Moe Manifesto, selections

May 6: Fukushima as History

MHJ, chapter 18

Week 15:

May 11: Review for Final Exam

Final Exam Due: May 18

Topics in Japanese Literature, History and Culture

Topic: Buddhism in Medieval Japan

AEAJ389 (3 credits)

University at Albany, SUNY: Spring 2022



- Professor Aaron P. Proffitt, PhD (aproffitt@albany.edu)
- Class Time and Place: TTH, 1:30PM-2:50PM, HU20
- Office Hours Time and Place: Wed. 11:00AM-12:00PM, and by appointment

Course Description

The Kamakura Period (1195-1333) is commonly associated with the rise of the samurai class and flourishing in art, literature, and significant innovations in Buddhist thought and practice. In this course, we will read deeply in the works of Shinran (1173-1263), Dōgen (1200-1253), , and Nichiren (1222-1282), founders of the three largest schools of contemporary Japanese Buddhism. 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

All required texts for this class are free online, and will be posted to Blackboard. I highly recommend you print these out so that you will have copies available for use in class.

Learning Objectives

- Students will examine the history of Medieval Japanese Buddhism through the lens of the critical-historical academic study of religion.
- Students will learn how to read Pure Land Buddhist texts critically, attentive to implicit and explicit discursive and rhetorical goals and agendas.
- Students will analyze the relationship past academic and sectarian agendas and their impact upon the description and analysis of religion today.
- Students will design and write substantial original research papers that reflect close textual analysis and familiarity with cutting edge research on their chosen topic.

Grading Scale

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

- Class Participation (50%)
- 15-page Research Paper (50%) -or- 10-page research paper and creative project

Class Participation

- This class will include a balance of lecture and guided in-class reading and writing assignments, so please bring texts (printed or electronic), notebook, and pen to class.

Research Paper

- In this class we will be developing strategies for effective note taking, reading, and writing, both in class and out of class. Short writing assignments and research proposal will culminate in a 15-page research paper on medieval Japanese Buddhism, or a 10-page paper with a creative project.

Accommodations for Students with Documented 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. 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

Course Calendar and Schedule of Reading Assignments

Week 1 (01/24-01/28): Buddhism 101

Lecture: Introduction to Buddhism 1 and 2

Reading: *Norton Anthology of World Religions: Buddhism*, “Introduction”

Key Term: Buddha, Dharma, Sangha, Samsara, Karma, Dukkha, Śākyamuni, Four Noble Truths, Dependent Origination, No Self, Nirvana

Week 2 (01/31-02/04): Mahayana Buddhism

Lecture: Mahayana Buddhism

Reading: *Lotus Sutra*, Chapters 3 and 25

Reading: Selections from the *Three Pure Land Sutras*

Key Term: Mahayana, Bodhisattva, Samādhi, Pure Land-Sukhāvatī, Amitābha, Avalokiteśvara, Upāya, Śūnyatā, Two Truths, Madhyamaka, Yogācāra, Tantra

Week 3 (02/07-02/11): Chinese Buddhism

Lecture: Chinese Buddhism

Reading: *Sutra of 42 Sections*

Reading: Selections from the *Platform Sutra*

Key Terms: Tiantai, Zhiyi, Huayan-Avatamsaka Sutra, Mijiao, Amoghavajra, Shandao, Chan/Seon/Zen, Bodhidharma, Huineng, Sudden vs. Gradual Enlightenment, gong’an, zuochan, buddhānusmṛti/nianfo, “tiger with horns”

Week 4 (02/14-02/18): Early Japanese Buddhism

Lecture: Heian Buddhism

Reading: Kūkai, *Sokushin Jōbutsu gi*

Reading: Jacqueline Stone, “Medieval Tendai Hongaku Thought and Kamakura New Buddhism”

Key Terms: Tendai, Saichō, Shingon, Esoteric Buddhism, Kūkai, Three Mysteries, Sokushin Jōbutsu, Genshin, Kakuban, nenbutsu, hongaku, kenmitsu

Week 5 (02/21-02/25): Shinran

Lecture: The Pure Land Movement

Reading: *Shōshinge* and selections from *Kyōgyōshinshō*

Key Terms: Honen, Jōdoshū, bonbu, Namu Amida Butsu, shinjin, anjin, Shinran, Jōdo Shinshū, Eshinni, Kakushinni, Honganji

Week 6 (02/28-03/04): Shinran II

Reading: *Tannishō*

Week 7 (03/07-03/11): Shinran III

Reading: Selections from the *Wasan*

Week 8 (03/14-03/18): Dōgen

Lecture: Early Japanese Zen

Reading: *Bendōwa*, and *Fukanzazengi*

Key Terms: Dainichi Nonin, Daruma-shu, Eisai, Rinzai, Dōgen, Sōtō, kōan, zazen, Zen and Esoteric Buddhism

SPRING BREAK, Sat, March 12 - Fri, March 18

Week 9 (03/21-03/25): Dōgen II

Reading: *Uji*, and *Sansuigyō*

Week 10 (03/21-03/25): Dōgen III

Reading: *Raihai tokuzui*, *Tenzokyokun*

Week 11 (03/28-04/01): Nichiren

Lecture: Nichiren and the Lotus School

Reading: Selections from *Rissho ankokuron*

Key terms: Nichiren, Hokke-shū, daimoku, Namyō hō renga kyō

Week 12 (04/04-04/08) Nichiren II

Reading: Selections from the *Kanjin honzonshō*

Week 12 (04/11-04/15) Nichiren III

Reading: Selections from *Kaimokushō*

Week 13 (04/18-04/22): What is Kamakura Buddhism?

Reading: TBD

Week 14 (04/25-04/29)

*** Project Presentations**

05/03, Course Wrap-Up, Final Projects Due

EAJ435 (3 CREDIT HOURS)
MEIJI LITERATURE IN TRANSLATION
Spring 2021 - Call Number 9554
W F 3:00-4:20 p.m. Synchronous Zoom Meetings

Instructor: Susanna Fessler
Office Hours: By appt. on Zoom
e-mail: sfessler@albany.edu

Office: Humanities 243
Phone: 518-442-4119

Course Description:

This course will examine several works of Japanese literature written during the Meiji Period (1868-1912). The works include essays, novels, and short stories. Attention will be given to the question of modernity, character development, plot structure, and other topics. Students will also be assigned secondary reading on these works. Class format will include lectures and discussion; preparation for class is an important part of student evaluation. All readings are in English, but students who want to do the readings in Japanese are welcome to do so (primary texts in Japanese are linked on Blackboard). Prerequisites: AEAJ212 or permission of the instructor.

Course Objectives:

Students will learn what problems Meiji Period writers faced, and the debates they had about what “modern Japanese literature” should be. This will be interlaced with the cultural history of the Meiji Period. In addition, this course has the following Learning Objectives:

- Students will be able to analyze primary sources in translation
- Students will produce a research paper based on the analysis of these materials

Required Texts:

There is no required text for purchase for this class. All readings will be provided through the social reader Perusall, linked through Blackboard.

Testing and Grading:

Students will be required to write one 10-page (3000 word) paper during the course of the semester. Students have the option of submitting a first draft for feedback before submitting a final draft. There will be a mid-term examination, and a final examination.

- Students are expected to attend class unless extenuating circumstances prevent it. I also ask that you turn on your webcam during class. This lends itself to the seminar environment, and promotes better class discussion. Students who are absent because of religious beliefs will be provided equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences, per NYS Law Section 224-A. Students should notify the instructor of record in a timely manner. The attendance grade is calculated as follows: I will take attendance every day. If you are absent for good reason—illness, emergency, etc.—please e-mail me with that information. For every day that you attend, you receive “1” and for every day you are absent you receive “0.” At the end of the semester I add up all the 1s and 0s, find the average, multiply it by 100, and that is your attendance score. Excused absences are not included in the calculation.

Reading MUST be done through Perusall. The first time you log on, you can take a tutorial about how that works. Your Perusall score will equal 30% of your overall course grade. Because this is

a literature class, it is VERY important that you read the literature.

Exams are a mixture of short answer and essay questions, and are open-book, open-note. This does not mean the exams are easy. Rather, it means I expect more of you because you have lots of resources at your fingertips.

Course grades will be based on the following criteria:

Mid-Term Examination	20%
10-page paper	30%
Final Examination	20%
Perusall Score	30%

This syllabus is not negotiable. I agree to teach the topics listed below, and to grade you on the criteria listed above. I consider a grade of "Incomplete" to be for emergencies (death in the family, extreme illness, etc.), *not* for students who fail to plan ahead. **I do not curve grades. I do not give extra credit assignments.** This course is A-E graded. My grading scale is as follows: 93-100%=A; 90-92%=A-; 87-89%=B+; 83-86%=B; 80-82%=B-; 77-79%=C+; 73-76%=C; 70-72%=C-; 67-69%=D+; 63-66%=D; 60-62%=D-; 0-59%=E.

If you want to check on your performance at any point in the semester, feel free to set up a Zoom meeting with me. If there are extenuating circumstances which you anticipate will unduly affect your grade, it is your responsibility to speak with me IN ADVANCE.

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

I take this very seriously. The quickest way to fail the class is to cheat. Do yourself a favor, and don't even think about cheating.

Date		<u>Topic</u>	<u>Reading</u>
2/3	W	Course Introduction	None
2/5	F	Quick & Dirty History of Japanese Fiction—what came before the Meiji?	None
2/10	W	Novels in Translation; Translated works and the <i>Genbun Itchi</i> movement	“The Age of Translation” (Keene)
2/12	F	Political Novels	“Kajin no Kigū” (Sakaki) “The Meiji Political Novel” (Feldman) “The Meiji Political Novel” (Keene)
2/17	W	Tsubouchi Shōyō & Futabatei Shimei	<i>The Essence of the Novel</i> , Introduction and Part I
2/19	F	Tsubouchi Shōyō & Futabatei Shimei	<i>The Essence of the Novel</i> , Part II
2/24	W	Tsubouchi Shōyō & Futabatei Shimei	Ryan, Chapters 1 & 2
2/26	F	Tsubouchi Shōyō & Futabatei Shimei	Ryan, Chapters 3 & 4
3/3	W	Classes suspended – NO CLASS	
3/5	F	<i>Floating Clouds (Ukigumo)</i>	<i>Floating Clouds</i> , pp. 197-255
3/10	W	<i>Floating Clouds (Ukigumo)</i>	<i>Floating Clouds</i> , pp. 259-356
3/12	F	The Ken’yūsha (Friends of the Inkstone)	“Garakuta bunko” (Morita)
3/17	W	Kōda Rohan	“Encounter with a Skull” “The Bearded Samurai” “The Five Storied Pagoda”
3/19	F	MIDTERM EXAM	None
3/24	W	Background of Higuchi Ichiyō	Danly, Part I
3/26	F	Higuchi Ichiyō’s short stories	Danly, Part II
3/31	W	Kitamura Tōkoku	Brownstein, “Tōkoku at Matsushima” Kitamura Tōkoku, “Reading Bashō at Matsushima”
4/2	F	Izumi Kyōka	Izumi Kyōka, “The Surgery Room” “The Holy Man of Mt. Koya” First Draft of Papers Due
4/7	W	Naturalism	“Naturalism in Japanese Literature” (Sibley)
4/9	F	Kunikida Doppo	“Five Stories by Kunikida Doppo”
4/14	W	Tokuda Shūsei & Masamune Hakuchō	“Order of the White Paulownia” “The Town’s Dance Hall” “The Clay Doll”
4/16	F	Tayama Katai	<i>The Quilt</i> , Chapters 1-5
4/21	W	Tayama Katai	<i>The Quilt</i> , Chapters 6-11
4/23	F	Nagai Kafū	“Bill Collecting”
4/28	W	Shimazaki Tōson	“The Life of a Certain Woman”; Final Draft of Papers Due
4/30	F	Mori Ōgai, <i>The Wild Goose</i>	pp. vii-77
5/5	W	Mori Ōgai, <i>The Wild Goose</i>	pp. 78-166
5/7	F	Natsume Sōseki	“My Individualism”

Fascism: Japan and Beyond

AEAJ 436 (7502) /AHIST 436 (7608)

University at Albany, Spring 2021

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

e-mail: jperson@albany.edu

Office phone: 518-442-4579

Fully Online, Asynchronous

Credit Hours: 3.0

Office: Humanities 242

Office Hours: TTH 1:30 – 2:30, or by appointment

COURSE DESCRIPTION

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. There are no prerequisites for this class.

LEARNING OBJECTIVES

- Students will be able to identify the major issues in the modern transformation of Japan.
- Students will be able to identify major currents of political philosophy in modern Japan.
- Students will be able to analyze primary sources in translation.
- Students will produce a research paper based on the analysis of these materials.

GENERAL EDUCATION INFORMATION

This course fulfills the General Education category of **Challenges for the 21st Century**.

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 recognize 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. Courses meeting **Challenges for the 21st Century** enable students to demonstrate:

1. Knowledge and understanding of the historical roots, contemporary manifestations, and potential future courses of important challenges students may encounter as they move into the world beyond the university;
2. Familiarity with these challenges in areas such as cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, and/or others;
3. An integrated understanding of how challenges often affect individuals and societies simultaneously in many of these areas;
4. An appreciation for interdisciplinary approaches to understanding contemporary and future challenges.

Course Requirements & Policies

Occasional Assignments	15%
Reading Assignments on Perusall	30%
Short Essay Assignment	20%
Final Paper	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

CONSISTENT PARTICIPATION IS MANDATORY: Students must inform the instructor prior to class if they need to miss a class. Students unable to participate in 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 in preparation for participating in class. Have your reading assignments on hand so that you can reference them during discussion.

STUDENTS WITH DISABILITIES: I request that any student with a documented disability needing academic adjustments or accommodations consult 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

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

1. Daily reading assignments on Perusall platform, accessed through Blackboard.
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.

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 purchase 1st edition**)

Course Schedule

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

What Do We Mean by “Fascism”?

Week 1

Feb. 2: Exploring theories and approaches to fascism

Passmore, *Fascism*, 1-43

Feb. 4: The "Emperor System"

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

Passmore, *Fascism*, 44-67

Library Assignment

Week 2

Feb. 9: A Global Fascist Moment?

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

Feb. 11: Visualizing Fascism

Julia Adeney Thomas, "A Potable Concept of Fascism," *Visualizing Fascism*

Maggie Clinton, "Subjects of a New Visual Order: Fascist Media in 1930s China" in *Visualizing Fascism*

Week 3

Feb. 16: Anxieties of the Showa 10s

AONO Suekichi, "The Salaryman's Time of Terror" (1930)

MIZOGUCHI Kenji, *Osaka Elegy* (1936)

Feb. 18: Grassroots Fascism

YOSHIMI Yoshiaki, *Grassroots Fascism* (excerpts)

Race, Nation, and Fascism

Week 4

Feb. 23: Race, Populism, and Mobilization

John Dower, *War Without Mercy*, excerpts

Passmore, *Fascism*, 108-123.

Feb. 25: Race and the New Deal

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

Article Search Assignment

Week 5

March 2: Race Policies of the 1930s

James Witman, *Hitler's American Model*, Chapter 1

March 4: Race Policies of the 1930s

James Witman, *Hitler's American Model*, Chapter 2

Week 6

March 9: Short Writing Assignment Peer Review Session

Introductory Paragraph Due the Previous Day (3/8) 5pm

March 11: Nationalism, Capitalism & Fascism

Excerpts from Weimar Reader (Alfred Rosenberg, "The Russian Jewish Revolution" (1919);

German Worker's Party, "The Twenty Five Points" (1920); Adolf Hitler, "Address to the Industry Club" (1932)"

"The Rise of Revolutionary Nationalism" from *Sources of Japanese Tradition Volume 2* (2001)

Short Essay Assignment Due March 14: 1000-1400 word essay on readings. Send as an email attachment.

Week 7

March 16: Empire and Fascism

Louise Young, "When fascism met empire in Japanese-occupied Manchuria"

***Discuss final paper topic ideas**

March 18: Race and Biopolitics

Michel Foucault, "Society Must Be Defended," excerpts

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

Week 8

March 23: Vitalism, Romanticism, and Challenges to the Idea of "Civilization"

YASUDA Yojūrō, "Japanese Bridges" (1936)

March 25: Fascism as the Aestheticization of Politics

Walter Benjamin, "The Work of Art in the Age of Its Technological Reproducibility" (1935/1939)

Week 9

March 30: The Philosophical Task of Overcoming the Modern

Symposium on "Overcoming Modernity" Day One

April 1: The Philosophical Task of Overcoming the Modern

Symposium on "Overcoming Modernity" Day Two

Week 10

April 6: NO CLASS

April 8: Final Paper Discussion

Peer Review Session

Bring brief outline & introductory paragraph

Week 11

April 13: 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 15: Carl Schmitt and Weimar Liberalism

Schmitt: *Concept of the Political* (1927), excerpts

Week 12

April 20: The Banality of Evil

Hannah Arendt, *Eichmann in Jerusalem*

April 22: The Banality of Evil

Hannah Arendt, *Eichmann in Jerusalem*

First Draft of Final Paper Due: April 23 (Friday)

Immanent Fascisms

Week 13

April 27: 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"

April 29: Twenty-First Century Populism and the "F-word"

Readings TBD

Week 14

May 4: Can It Happen Here?

Readings TBD

May 6: Fascism Today

Passmore, 92-107, 149-155.

Crowd-sourced articles

Week 15

May 11: Fascism Today

Crowd-sourced articles

Final Paper Due May 12

EAJ438 - WORLD WAR II: THE JAPANESE VIEW
Fall 2022 Call Number 8935
MW 4:30-5:50, Humanities 112

Instructor: Susanna Fessler
Office Hours: Th & F 12:00-1:00 and by appt.
e-mail: sfessler@albany.edu

Office: Humanities 243
Phone: 518-442-4119

Course Description:

This course will examine several works of Japanese literature written during and after World War II. The works include essays, novels, short stories, and some poems. We will give attention to the question of how the Japanese (as expressed through literature) perceived their role in the war, and if that attitude changed with the passing of time. Class format will include lectures and discussion; preparation for class is an important part of student evaluation. All readings are in English, but students who want to do the readings in Japanese are welcome to do so (see instructor for original texts). Course Prerequisites: EAJ212 or permission of the instructor.

Learning Outcomes:

- Students will be able to analyze primary sources in translation
- Students will produce a research paper based on the analysis of these materials

Required Texts:

- *The Harp of Burma* by Takeyama Michio
- *Burial in the Clouds* by Agawa Hiroyuki.
- *Black Rain* by Ibuse Masuji
- Instructor selected readings available through Perusall.

The required texts *MUST* be purchased as e-texts through Perusall.

Testing and Grading:

Students will be required to write one 10-page (3000 word) paper during the course of the semester. Students have the option of submitting a first draft for feedback before submitting a final draft. There will be a mid-term examination, and a final examination.

Attendance will be taken regularly; students are expected to attend class unless extenuating circumstances prevent it. For each day that you attend class, you receive “1”. For each day that you do not attend (unexcused), you receive “0”. At the end of the semester I add up all the 1s and 0s, find the average, and multiply by 100. That is your attendance score. Excused absences are not part of the calculation.

Readings must be done through the Perusall app, which assigns a score for each one.

Exams are a mixture of short answer and essay questions, and are open-book, open-note. This does not mean the exams are easy. Rather, it means I expect more of you because you have lots of resources at your fingertips.

I allow laptops and tablets and even smart phone use in the classroom, but ONLY for course-related uses (taking notes, bringing up .pdf readings from ERes, etc.). If I find you are checking Facebook or using other social media during class, I reserve the right to turn off your

device and confiscate it until the end of class.

Course grades will be based on the following criteria:

Mid-Term Examination	20%
10-page paper	30%
Final Examination	20%
Perusall Average	15%
Class Attendance	15%

This syllabus is not negotiable. I agree to teach the topics listed below, and to grade you on the criteria listed above. I consider a grade of "Incomplete" to be for emergencies (death in the family, extreme illness, etc.), *not* for students who fail to plan ahead. **I do not curve grades. I do not give extra credit assignments.** This course is A-E graded. 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, so you can check your status there. If there are extenuating circumstances which you anticipate will unduly affect your grade (emergency, illness, etc.), it is your responsibility to speak with me *as soon as possible*. Please do not wait until the end of the semester—by then it is too late to mitigate the circumstances.

Absence due to religious observance: In accordance with New York State Education Law (Section 224-A) campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. If you anticipate missing class due to religious observance, please notify me in a timely manner.

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

Date			Topic	Reading
Aug.	22	M	Course Introduction	NONE
	24	W	A Brief History of the War	Selections from <i>Japan at War</i>
	29	M	Intro to war literature	“The Barren Years” & “Japanese Writers and the Greater East Asian War”
	31	W	The Propaganda	<i>Earth and Soldiers</i>
Sept.	5	M	NO CLASS – LABOR DAY	NONE
	7	W	The Propaganda, continued	<i>Wheat and Soldiers</i>
	12	M	Closer to the Truth	<i>Soldiers Alive</i> , chapters 1-6
	14	W	Closer to the Truth	<i>Soldiers Alive</i> , chapters 7-12
	19	M	Oguma Hideo’s Poetry	<i>Tumbleweed Company</i> ; <i>Long, Long Autumn Nights</i>
	21	W	Revising History	“The Past in the Present” (Gluck)
	26	M	Suicide Missions	<i>Burial in the Clouds</i> , “Otake Navel Barracks,” “Tsuchiura Naval Air Station,” Izumi Naval Air Station”
	28	W	Suicide Missions	<i>Burial in the Clouds</i> , “Usa Naval Air Station” (2), “Hyakuri-hara Naval Air Station”
Oct.	3	M	A Rosy View	<i>Harp of Burma</i> , “The Singing Company”
	5	W	A Rosy View	<i>Harp of Burma</i> , “The Green Parakeet,” “The Monk’s Letter”
	10	M	NO CLASS – FALL BREAK	NONE
	12	W	Midterm Exam	NONE
	17	M	How to Write about Literature	NONE
	19	W	Life of a POW	<i>Fires on the Plain</i> , pp. 3-111
	24	M	Life of a POW	<i>Fires on the Plain</i> , pp. 112-246
	26	W	Hayashi Fumiko	“ <i>Bones</i> ”
	31	M	Ibuse Masuji	“Lieutenant Lookeast”; “The Charcoal Bus”
Nov.	2	W	Kojima Nobuo	“Stars”
	7	M	Mori Hana	“Jirohattan”
	9	W	Sakaguchi Ango	“The Idiot” First Draft Due
	14	M	Umezaki Haruo	“Sakurajima”
	16	W	Hara Tamiki	“Summer Flower”
	21	M	Ōe Kenzaburō	“Prize Stock”
	23	W	NO CLASS - Thanksgiving	NONE
	28	M	The Atomic Bomb	<i>Black Rain</i> , Chapters 1-10;
	30	W	The Atomic Bomb	<i>Black Rain</i> , Chapters 11-20 Final Draft Due
Dec.	5	M	Review Session	NONE

**AEAJ 460/AREL 460: Readings in Japanese
Religious Studies
(3 credits)
Shinran and the Japanese Pure Land Tradition**

University at Albany-SUNY, FALL/SPRING ****



- Professor Aaron P. Proffitt, PhD (aproffitt@albany.edu)
- Class Time and Place: TTH, (Time) (Location)
- Office Hours Time and Place: (Time) (Location)

Course Description

This course will examine the works of Shinran, one of the most influential Buddhist thinkers in Japanese and world history. In addition to close readings of Shinran's major works in historical, philosophical, and cultural context, students will consider what historical issues have led to the general dismissal of the largest form of Japanese Buddhism in much scholarship on Buddhism and Japanese culture. No prerequisites, all are welcome.

Required Texts

All required texts for this class are free online, and will be posted to Blackboard. I highly recommend you print these out so that you will have copies available for use in class.

Learning Objectives

- Students will examine the major works of Shinran through the lens of the critical-historical academic study of religion.
- Students will learn how to read Jōdo Shinshū texts critically, attentive to implicit and explicit discursive and rhetorical goals and agendas.
- Students will analyze the relationship past academic and sectarian agendas and their impact upon the description and analysis of religion today.
- Students will design and write substantial original research papers that reflect close textual analysis and familiarity with cutting edge research on their chosen topic.

Grading Scale

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

- Class Participation (50%)
- 15-page Research Paper (50%) -or- 10-page research paper and creative project

Class Participation

- This class will include a balance of lecture and guided in-class reading and writing assignments, so please bring texts (printed or electronic), notebook, and pen to class.

Research Paper

- In this class we will be developing strategies for effective note taking, reading, and writing, both in class and out of class. Short writing assignments and research proposal will culminate in a 15-page research paper on medieval Japanese Buddhism, or a 10-page paper with a creative project.

Accommodations for Students with Documented 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. 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

Course Calendar and Schedule of Reading Assignments

Week 1: Buddhism 101

Lecture: Introduction to Buddhism 1 and 2

Reading: *Norton Anthology of World Religions: Buddhism*, “Introduction”

Key Term: Buddha, Dharma, Sangha, Samsara, Karma, Dukkha, Śākyamuni, Four Noble Truths, Dependent Origination, No Self, Nirvana

Week 2: Mahayana Buddhism

Lecture: Mahayana Buddhism and The Mahayana Pantheon

Reading: *Lotus Sutra*, Chapters 3 and 25

Key Term: Mahayana, Bodhisattva, Samādhi, Pure Land-Sukhāvatī, Amitābha, Avalokiteśvara, Upāya, Śūnyatā, Two Truths, Madhyamaka, Yogācāra, Tantra

Week 3: Pure Land Buddhism

Lecture: What is Pure Land Buddhism? and The Three Pure Land Sutras

Reading: Selections from the *Three Pure Land Sutras*

Week 4: Early Chinese Pure Land Buddhism

Lecture: Chinese Buddhism 1 and 2

Reading: Selections from Jones, *Chinese Pure Land Buddhism*

Reading: Amoghavajra’s *Wuliangshou yigui*

Key Terms: Tiantai, Zhiyi, Huayan-Avatamsaka Sutra, Mijiao, Amoghavajra, Shandao, Chan/Seon/Zen, Bodhidharma, Huineng, Sudden vs. Gradual Enlightenment, gong’an, zuochan, buddhānusmṛti/nianfo, “tiger with horns”

Week 4: Early Japanese Pure Land Buddhism

Lecture: Heian Buddhism and Esoteric Buddhism

Reading: Kūkai, *Sokushin Jōbutsu gi*

Reading: Jacqueline Stone, “Medieval Tendai Hongaku Thought and Kamakura New Buddhism”

Key Terms: Tendai, Saichō, Shingon, Esoteric Buddhism, Kūkai, Three Mysteries, Sokushin Jōbutsu, Genshin, Kakuban, nenbutsu, hongaku, kenmitsu

Week 5: Kakuban and Esoteric Pure Land Buddhism

Lecture: Esoteric Pure Land Buddhism and Late Heian Buddhist Culture

Reading: Kakuban

Week 6: Honen

Lecture: Honen and The Early Pure Land Movement

Reading: Selections from *Senchakushu*

Week 7: Shinran

Lecture: Introduction to Shinran 1 and 2

Reading: *Shōshinge* and selections from *Wasan*

Key Terms: Honen, Jōdoshū, bonbu, Namu Amida Butsu, shinjin, anjin, Shinran, Jōdo Shinshū, Eshinni, Kakushinni, Honganji

Week 8: Tannishō I

Reading: *Tannishō*

Week 9: Tannishō II

Reading: Finish reading and discussion of Tannishō

Week 10: Kyōgyōshinshō I-II

Reading: Kyōgyōshinshō, Chapter 1-2

Week 11: Kyōgyōshinshō III-IV

Reading: Kyōgyōshinshō, Chapter 3-4

Week 12: Kyōgyōshinshō V-VI

Reading: Kyōgyōshinshō, Chapter 5-6

Reading: Hirota, Japanese Pure Land Philosophy (Stanford Encyclopedia of Philosophy)

Week 13: Eshinni

Lecture: Women and Shin Buddhism and Jōdo Shinshū After Shinran

Reading: Letters of Eshinni

Reading: Amstutz, Missing Honganji

Week 14: Course Wrap up

- **Project Presentations**

Final Paper due date: *****

EAK 101L Elementary Korean 1*Fall 202-*

Call Number ----- / 4 credits

Professor: Dr. Andrew Sangpil Byon
 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>

Virtual Office Hour: TTU 3:00 P.M. - 4:00 P.M. or by an appointment

Associate Instructor: Jinyoung Mason M.A.

Office: HU-245

(518) 442-4154

E-mail: jkmason@albany.edu

Office Hour: MF 10:30 A.M. – 11:30 A.M. or by an appointment

Our Korean Studies program website: www.albany.edu/korean**Class meetings:**

Class:	TTH	1:30 PM - 2:50 PM (HU024) (5565)
Drill sections:	F	3:00 PM – 3:55 PM (Massry Ctr for Bus 217) (5566)
	F	1:10 PM – 2:05 PM (Earth Science 328) (5567)

General Education Learning Objectives of Foreign Language Courses<http://www.albany.edu/generaleducation/foreign-language.php>

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.

Learning Objective #1: Students will demonstrate proficiency in spoken and written language to the elementary college level.

- Action Item #1: Students will be able to listen and comprehend the language.
- Action Item #2: Students will be able to read and comprehend the language.
- Action Item #3: Students will be able to write in the language.
- Action Item #4: Students will be able to speak in the language.

1. Course Description

Elementary Korean I is the first part of First-Year Korean. The course provides students with basic conversational and grammatical patterns, assuming that the students have no or little previous background

knowledge of 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 lectures conducted by Prof. Byon on Tuesday and Thursday, and one day of drill section conducted by Ms. Jinyoung Kang Mason on Friday. Lectures (both in Korean and English) will include explanations of those conversational patterns in grammatical and pragmatic terms. The drill section (entirely in Korean) will provide the students with opportunities to practice in actual communicative situations with various tasks and activities.

2. Textbooks

Integrated Korean: Beginning 1, 3rd Edition (Klear Textbooks in Korean Language)

[Young-Mee Cho](#)

(Author), [Hyo Sang Lee](#) (Author), [Carol Schulz](#) (Author), [Ho-Min Sohn](#)

(Author), [Sung-Ock Sohn](#) (Author)

Paperback: 248 pages

Publisher: Univ of Hawaii Pr; 3rd edition (2019)

ISBN-10: 0824876199

ISBN-13: 978-0824876197

Integrated Korean Workbook: Beginning 1, 3rd Edition (Klear Textbooks in Korean Language)

[Mee-Jeong Park](#) (Author), [Joowon Suh](#) (Author), [Mary Shin Kim](#) (Author), [Sang-Suk Oh](#) (Author),

[Hangtae Cho](#) (Author)

Paperback: 136 pages

Publisher: Univ of Hawaii Pr; 3rd edition (2019)

ISBN-10: 0824876504

ISBN-13: 978-0824876500

3 Requirement & Grading (A-E)

Vocab and dictation quizzes	15%
Oral presentations	10%
Two Mid-terms (10% x 2 = 20%)	20%
Homework assignment	20%
In-class writing activities	5%
In-class participation	5%
Composition	5%
Final exam	20%

Vocabulary quizzes: You will take these quizzes regularly at the end of every chapter. The first quiz is Hangeul (Korean alphabet), and it is considered as two quizzes equivalent.

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 written proof for a justifiable reason.

Oral presentations: There will be oral presentations: A 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. Only partial credits will be given to the homework submitted late.

In-class writing activities: There will be frequent writing activities in class. Students need to submit the writing at the end of class.

In-class participation: Students are required to actively participate at class activities.

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.

Final examination: There will be one final examination. There will be no make-up exam unless provided with a written proof for a justifiable reason.

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 written proof of inevitable circumstance is provided; **Each unexcused absence beyond four 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 and/or early departure 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
80 - 82.9	B-	59.9 - 0	E	60 - 62.9	D-

* 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 and 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 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 borderline cases.

4. Undergraduate Policy

To quote the **Undergraduate Bulletin:**

Policies on Attendance and Timely Compliance with Course Requirements:

“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 or other comparable situations. Students who miss a class period, a final or other examination, or other obligations for a course (fieldwork, required attendance at a concert, etc.) must notify the instructor or the Office of the Vice Provost for Undergraduate Education of the reason for their absence and must do so in a timely fashion.

The Office of the Vice Provost for Undergraduate Education will only provide letters to instructors asking that students with compelling reasons be granted consideration in completing their work when students have missed an exam or assignment deadline or when the absence exceeds one calendar week. Faculty are expected to use their best judgment when students have appropriate documentation for legitimate absences and not rely on the Office of the Vice Provost for Undergraduate Education for substantiation when it is not necessary.”

<https://www.albany.edu/undergraduateeducation/attendance.php>

***Students unable because of religious beliefs to attend class on certain days will be excused per NYS Law. See Section 224-A.**

“Absence due to religious observance: Instructors must explicitly refer to New York State Education Law (Section 224-A) whereby campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Faculty should work directly with students to accommodate religious observances. Students should notify the instructor of record in a timely manner.”

*** Absence policies, including where possible a link to the University's Medical Excuse Policy:** https://www.albany.edu/health_center/medicalexcuse.shtml.

A note on academic integrity

Information about academic integrity*, including where possible a link to the University's Standards of Academic Integrity:

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

**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)*

5. Course schedule [tentative]

Week	T	TH	F
1	8/24 Orientation Hangul Vowel 1	8/26 Hangul Vowel 2 & basic consonants	8/27 Hangul Vowel 2
2	8/31 Hangul	9/2 [Hangul Quiz] & Ch. 1	9/3 Ch. 1
3	9/7 Ch. 1	9/9 Ch. 1	9/10 Ch. 1
4	9/14 [Ch1 Quiz] & Ch. 2	9/16 Ch. 2	9/17 Ch. 2
5	9/21 Ch. 2	9/23 [Ch 2 Quiz 3] & Ch. 3	9/24 Ch. 3
6	9/28 MT 1 (CH 1 & 2)	9/30 Ch. 3	10/1 Ch. 3
7	10/5 [Ch 3 Quiz] & Ch. 4	10/7 Ch. 4	10/8 Ch. 4
8	10/12 NO CLASS Fall Break	10/14 Ch. 4	10/15 OP 1 Introducing myself
9	10/19 [Ch 4 Quiz] & Ch.5	10/21 Ch. 5	10/22 Ch. 5
10	10/26 MT 2 (CH 3 & 4)	10/28 Ch. 5	10/29 Ch. 5
11	11/2 Ch. 5	11/4 [Ch 5 Quiz] & Ch. 6	11/5 Ch. 6
12	11/9 Ch. 6	11/11 Ch. 6	11/12 Ch. 6
13	11/16 Ch. 6	11/18 [Ch 6 Quiz] & Ch. 7	11/19 Ch. 7
14	11/23 Ch. 7	11/25 NO CLASS Thanksgiving Break	11/26 NO CLASS Thanksgiving Break
15	11/30 Ch. 7	12/2 [Ch 7 Quiz] & Ch. 5-7 Review	12/3 OP 2 Skit Composition Due
16	12/5 OP 2 Skit		

Sat. Dec. 13th Final Exam 1:00 PM-3:00 PM (Fall 2022)

EAK102 Elementary Korean 2

Call Number ---- / 4 credit

Spring 202-

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)

Office Hour: TTH 3:00 p.m. - 4:00 p.m. or by an appointment

<https://www.albany.edu/eastasianstudies/faculty/andrew-sangpil-byon-byeonsangpil>

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	1:30 PM - 2:50 PM (Lecture Center 12) (1432)
Drill sections:	F	3:00 PM – 3:55 PM (Business 217) (4828)
	F	1:10 PM – 2:05 PM (Social Science 133) (4827)

General Education Learning Objectives of Foreign Language Courses

(<http://www.albany.edu/generaleducation/foreign-language.php>)

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.

Learning Objective: Students will demonstrate proficiency in spoken and written language to the elementary college level.

- Action Item #1: Students will be able to listen and comprehend the language.
- Action Item #2: Students will be able to read and comprehend the language.
- Action Item #3: Students will be able to write in the language.
- Action Item #4: Students will be able to speak in the language.

Prerequisite: EAK101 or equivalent

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 lectures conducted by Prof. Byon on Tuesday and Thursday, and one day of drill section conducted by Ms. Jinyoung Kang Mason on Friday. Lectures (both in Korean and English) will include explanations of those conversational patterns in grammatical and pragmatic terms. The drill sections (entirely in Korean) will provide the students with opportunities to practice in actual communicative situations with various tasks and activities.

2. Textbooks

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

3 Requirement & Grading

Vocab and dictation quizzes	15%
Oral presentations	10%
Two Mid-terms (10% x 2 = 20%)	20%
Homework assignment	20%
In-class writing activities	5%
In-class participation	5%
Composition	5%
Final exam	20%

Vocabulary quizzes: You will take these quizzes regularly at the end of every chapter. The first quiz is Hangul (Korean alphabet), and it is considered as two quizzes equivalent.

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 written proof for a justifiable reason.

Oral presentations: There will oral presentations: A 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. Only partial credits will be given to the homework submitted late.

In-class writing activities: There will be frequent writing activities in class. Students need to submit the writing at the end of class.

In-class participation: Students are required to actively participate at class activities.

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.

Final examination: There will be one final examination. There will be no make-up exam unless provided with written proof for a justifiable reason.

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 unexcused absence beyond four 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 and/or early departure 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 finds 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 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 borderline cases.

4. Undergraduate Policy

To quote the **Undergraduate Bulletin**:

Policies on Attendance and Timely Compliance with Course Requirements:

“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 or other comparable situations. Students who miss a class period, a final or other examination, or other obligations for a course (fieldwork, required attendance at a concert, etc.) must notify the instructor or the Office of the Vice Provost for Undergraduate Education of the reason for their absence and must do so in a timely fashion.

The Office of the Vice Provost for Undergraduate Education will only provide letters to instructors asking that students with compelling reasons be granted consideration in completing their work when students have missed an exam or assignment deadline or when the absence exceeds one calendar week. Faculty are expected to use their best judgment when students have appropriate documentation for legitimate absences and not rely on the Office of the Vice Provost for Undergraduate Education for substantiation when it is not necessary.”

<https://www.albany.edu/undergraduateeducation/attendance.php>

***Students unable because of religious beliefs to attend class on certain days will be excused per NYS Law.**

See **Section 224-A**.

“Absence due to religious observance: Instructors must explicitly refer to New York State Education Law ([Section 224-A](#)) whereby campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Faculty should work directly with students to accommodate religious observances. Students should notify the instructor of record in a timely manner.”

*** Absence policies, including where possible a link to the University's Medical Excuse**

Policy: https://www.albany.edu/health_center/medicalexcuse.shtml.

A note on academic integrity

Information about academic integrity*, including where possible a link to the University's Standards of Academic Integrity:

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

*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)

5. Course schedule (tentative)

Week #	T	Th	F
1		1/19 First day of the class/ Ch.8	1/20 Ch. 8
2	1/24 Ch. 8	1/26 Ch 8	1/27 Ch. 8
3	2/7 [Ch8 Quiz] Ch. 9	2/9 Ch 9	2/10 Ch.9
4	2/14 Ch9	2/16 [Ch9 Quiz] Ch10	2/17 Ch. 10
5	2/21 MT 1 (CH 8 &9)	2/23 Ch. 10	2/24 Ch. 10
6	2/28 [Ch10 Quiz] Ch. 11	3/2 Ch.11	3/3 OP 1 Ch. 11
7	3/7 Ch. 11	3/9 [Ch11 Quiz] Ch. 12	3/10 Ch. 12
8	3/14 NO Class Spring Break!	3/16 NO Class Spring Break !	3/17 NO Class Spring Break!
9	3/21 MT 2 (CH 10 &11)	3/23 Ch. 12	3/24 Ch. 12
10	3/28 [Ch12 Quiz] Ch. 13	3/30 Ch. 13	3/31 Ch. 13

11	4/4 Ch. 13	4/6 [Ch13 Quiz] Ch. 14	4/7 Ch. 14
12	4/11 Ch. 14	4/13 Ch. 14	4/14 OP 1
13	4/18 Ch 15	4/20 Ch. 15	4/21 Skit Ch. 15
14	4/25 Ch. 15	4/27 [Ch14 Quiz] Ch. 15	4/28 Ch. 15 Composition Due
15	5/2 Final Exam Review		

Final examination: Wednesday, May 10th, 10:30 am – 12:30 pm

https://livealbany.sharepoint.com/sites/web_registrar/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2Fweb%5Fregistrar%2FShared%20Documents%2FSpring%202023%20Final%20Exam%20Schedule%20for%20Web%2Epdf&parent=%2Fsites%2Fweb%5Fregistrar%2FShared%20Documents&p=true&ga=1

EAK201 Intermediate Korean 1

Fall 202-

Call Number ----- (4 credits)

Instructor: Jinyoung Mason M.A.

Office: HU-245

E-mail: jkmason@albany.edu

Office Hour: MF 10:30 A.M. – 11:30 A.M. or by an appointment

Class meetings:

TH 10:30AM – 11:50AM (Massry Ctr for Business 133)

F 11:40AM - 12:35PM (Massry Ctr for Business 209)

Learning Objective: Students will demonstrate proficiency in spoken and written language to the intermediate college level.

- Action Item #1: Students will be able to listen and comprehend the language.
- Action Item #2: Students will be able to read and comprehend the language.
- Action Item #3: Students will be able to write in the language.
- Action Item #4: Students will be able to speak in the language.

Prerequisite: EAK102 or equivalent**I. Course Objectives and goals:**

EAK201Y is the first half of the second-year Korean. The objective of this course is to equip students with skills in speaking, writing, listening, and reading at the intermediate level in Korean. The course introduces various kinds of authentic materials such as audio/ video clips, songs, children's books, internet articles, etc. in addition to the required reading materials in order to help students acquire Korean and its culture.

At the end of the semester, the students would be able to:

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

II. Textbooks (available at Campus bookstore)

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

III. Course requirement

Homework Assignments	20%
Vocab. & Dictation quizzes	25%
Two Mid-terms (10% X 2 = 20%)	20%
Oral performance	10%
In-class participation	5%
Final (speaking, listening, reading, & take home composition)	20%

Homework Assignments are due at the beginning of the class on the day specified as the deadline. Each workbook homework must be handed in; please make sure you put the HW #, date/day, as well as your name (**Late homework** will be given only partial credit, 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 vocab. & dictation quizzes for every chapter. Also, students must participate in taking self-assessment quizzes on the Quizlet AND studying flashcards. (Please sign up through this link: <https://quizlet.com/join/3CyHKsE2T>) Your participation in this Quizlet will be monitored throughout the semester and will be graded.

Oral performance:

There will be two oral performances for the class:

1. Student's presentation: cultural exploration - 5%
 - You can work on any topic in 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: 5%
 - You will work with a group of three 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/skit201.html

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

In addition, you must conform to the following ground rules in class:

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

IV. Grading scale

♠ Important Class Policies

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 written proof of inevitable circumstance is provided; **Each absence beyond four 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 and/or early departure will be considered 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 and 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 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 borderline cases

V. Undergraduate Policy

To quote the **Undergraduate Bulletin**:

Policies on Attendance and Timely Compliance with Course Requirements:

“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 or other comparable situations. Students who miss a class period, a final or other examination, or other obligations for a course (fieldwork, required attendance at a concert, etc.) must notify the instructor or the Office of the Vice Provost for Undergraduate Education of the reason for their absence and must do so in a timely fashion.

The Office of the Vice Provost for Undergraduate Education will only provide letters to instructors asking that students with compelling reasons be granted consideration in completing their work when students have missed an exam or assignment deadline or when the absence exceeds one calendar week. Faculty are expected to use their best judgment when students have appropriate documentation for legitimate absences and not rely on the Office of the Vice Provost for Undergraduate Education for substantiation when it is not necessary.”

<https://www.albany.edu/undergraduateeducation/attendance.php>

***Students unable because of religious beliefs to attend class on certain days will be excused per NYS Law. See Section 224-A.**

“Absence due to religious observance: Instructors must explicitly refer to New York State Education Law (Section 224-A) whereby campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Faculty should work directly with students to accommodate religious observances. Students should notify the instructor of record in a timely manner.”

*** Absence policies, including where possible a link to the University's Medical Excuse Policy:** https://www.albany.edu/health_center/medicalexcuse.shtml.

A note on academic integrity

Information about academic integrity*, including where possible a link to the University's Standards of Academic Integrity:

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

*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 violating 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)

Student with disabilities

I ask any student with a documented disability who needs 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>).

VI. Course schedule (tentative)

Week	T	TH	F
1	8/23 Review	8/25 Ch. 1	8/26 Ch. 1
2	8/30 Ch. 1	9/1 Ch. 1	9/2 Ch. 1
3	9/6 Ch. 1	9/8 Ch. 2	9/9 Quiz 1 & Ch. 2
4	9/13 Ch. 2	9/15 Ch.2	9/16 LS & SP & Ch. 2
5	9/20 Quiz 2 & Ch. 3	9/22 Ch.3	9/23 OP 1 & Ch. 3
6	9/27 Ch.3	9/29 MT 1 (CH 1 & 2)	9/30 LS & SP & Ch. 3
7	10/4 Quiz 3 & Ch.4	10/6 Ch. 4	10/7 OP 1& Ch. 4
8	10/11 NO CLASS Fall Break	10/13 Ch. 4	10/14 Ch. 4

9	10/18 Ch. 4	10/20 Quiz 4 & Ch. 5	10/21 OP 1 & Ch. 5
10	10/25 Ch.5	10/27 MT 2 (CH 3 & 4)	10/28 LS & DS & Ch. 5
11	11/1 Ch. 5	11/3 Quiz 5 & Ch. 6	11/4 OP 1 & Ch6
12	11/8 Ch. 6	11/10 Ch. 6	11/11 Ch. 6
13	11/15 Quiz 6 & Ch. 7	11/17 Ch. 7	11/18 OP 2 Skit 1
14	11/22 OP 2 Skit 2	11/24 NO CLASS Thanksgiving Break	11/25 NO CLASS Thanksgiving Break
15	11/29 Ch. 7	12/1 Ch. 7 Composition Due	12/2 Final Exam Review
16			

Course Description:

Concentration on reading, writing, and speaking at the intermediate level. Emphasis on vocabulary drills, grammar exercises, and pattern practice. Students registering for this section must also register for the discussion section.

EAK202 Intermediate Korean 2

Spring 202-

Call Number ----- (4 credits)

Instructor: Jinyoung Mason M.A.

Office: HU-245

E-mail: jkmason@albany.edu

Office Hour: MF 10:30 A.M. – 11:30 A.M. or by an appointment

Class meetings:

TH 10:30AM – 11:50AM (Massry Ctr for Business 205)

F 11:40AM - 12:35PM (Catskill B059)

Learning Objective: Students will demonstrate proficiency in spoken and written language to the intermediate college level.

- Action Item #1: Students will be able to listen and comprehend the language.
- Action Item #2: Students will be able to read and comprehend the language.
- Action Item #3: Students will be able to write in the language.
- Action Item #4: Students will be able to speak in the language.

Prerequisite: EAK201 or equivalent**I. Course Objectives and goals:**

EAK202Y is the second half of the second-year Korean. The objective of this course is to equip students with skills in speaking, writing, listening, and reading at the intermediate level in Korean. The course introduces various kinds of authentic materials such as audio/ video clips, songs, children's books, internet articles, etc. in addition to the required reading materials to help students acquire Korean and its culture.

At the end of the semester, the students would be able to:

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

II. Textbooks (available at Campus bookstore)

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

III. Course requirement

Homework Assignments	20%
Vocab. & Dictation quizzes	25%
Two Mid-terms (10% X 2 = 20%)	20%
Oral performance	10%
In-class participation	5%
Final (speaking, listening, reading, & take home composition)	20%

Homework Assignments are due at the beginning of the class on the day specified as the deadline. Each workbook homework must be handed in; please make sure you put the HW #, date/day, as well as your name (**Late homework** will be given only partial credit, 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 vocab. & dictation quizzes for every chapter. Also, students must participate in taking self-assessment quizzes on the Quizlet AND studying flashcards. (Please sign up through this link: <https://quizlet.com/join/3CyHKsE2T>) Your participation in this Quizlet will be monitored throughout the semester and will be graded.

Oral performance:

There will be two oral performances for the class:

1. Student's presentation: cultural exploration - 5%
 - You can work on any topic in 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: 5%
 - You will work with a group of three 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 out-of-class activities, including presentations, discussions, pair or group activities, and the occasional Padlet postings in a respectful manner.

In addition, you must conform to the following ground rules in class:

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

IV. Grading scale

♠ Important Class Policies

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 written proof of inevitable circumstance is provided; **Each absence beyond four 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 and/or early departure 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 finds it necessary and reasonable to do so.
- * No make-up will be allowed in any part of this course/assignments submitted late and you 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 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. Student's progress will be monitored and considered for the final grade, especially for borderline cases.

V. Undergraduate Policy

To quote the **Undergraduate Bulletin**:

Policies on Attendance and Timely Compliance with Course Requirements:

“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 or other comparable situations. Students who miss a class period, a final or other examination, or other obligations for a course (fieldwork, required attendance at a concert, etc.) must notify the instructor or the Office of the Vice Provost for Undergraduate Education of the reason for their absence and must do so in a timely fashion.

The Office of the Vice Provost for Undergraduate Education will only provide letters to instructors asking that students with compelling reasons be granted consideration in completing their work when students have missed an exam or assignment deadline or when the absence exceeds one calendar week. Faculty are expected to use their best judgment when students have appropriate documentation for legitimate absences and not rely on the Office of the Vice Provost for Undergraduate Education for substantiation when it is not necessary.”

<https://www.albany.edu/undergraduateeducation/attendance.php>

***Students unable because of religious beliefs to attend class on certain days will be excused per NYS Law. See Section 224-A.**

“Absence due to religious observance: Instructors must explicitly refer to New York State Education Law ([Section 224-A](#)) whereby campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Faculty should work directly with students to accommodate religious observances. Students should notify the instructor of record in a timely manner.”

*** Absence policies, including where possible a link to the University's Medical Excuse Policy:** https://www.albany.edu/health_center/medicaexcuse.shtml.

A note on academic integrity

Information about academic integrity*, including where possible a link to the University's Standards of Academic Integrity:

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

***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)*

Student with disabilities

I ask any student with a documented disability who needs 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>).

VI. Course schedule (tentative)

Week #	T	TH	F
1	1/25 Review	1/27 Ch. 8	1/28 Ch. 8 OP 1 Dates and Guideline
2	2/1 Ch.8	2/3 Ch. 8	2/4 VD Quiz 1 (Ch.8) OP 2 Guideline
3	2/8 Ch. 9	2/10 Ch.9	2/11 VD Quiz 2 (Ch.9) OP 1
4	2/15 Ch. 9	2/17 Mid-term 1 (Ch. 8-9)	2/18 SP & LS
5	2/22 Ch. 10	2/24 Ch. 10	2/25 Ch. 10 OP 1
6	3/1 Ch. 10	3/3 Ch.11	3/4 VD Quiz 3 (Ch. 10) Ch. 11

7	3/8 Ch. 11	3/10 Ch. 11	3/11 SP & LS
8	3/15 NO Class Spring Break!	3/17 NO Class Spring Break!	3/18 NO Class Spring Break!
9	3/22 VD Quiz 4 (Ch.11) Ch. 12	3/24 Ch. 12	3/25 OP 1 Ch. 12
10	3/29 Ch. 12	3/30 Midterm 2 (Ch. 10-12)	3/31 SP & LS
11	4/5 Ch. 13	4/7 Ch. 13	4/8 OP 1 Ch. 13
12	4/12 Skit Draft Due Ch 13	4/14 Ch. 14	4/15 VD Quiz 6 (Ch 13) OP 1
13	4/19 Ch. 14	4/21 Ch. 14	4/22 VD Quiz 7 (Ch 14) SP & LS
14	4/26 Ch. 14	4/28 OP 2 SKIT	4/29 Composition Due O.I. practice
15	5/3 Oral Interview		
	5/10 Final Exam (Ch. 13 &14)		

Course Description:

Continuation of A EAK 201. Enhancement of reading, writing, and speaking skills will be emphasized. Students will also master several Korean proverbs.

EAK301 Advanced Korean 1

Call Number 5743 / 3 credits

Fall 2022

Dr. Andrew Sangpil Byon
Associate Professor
East Asian Studies Dept. – HU 213
The State University of New York at Albany
Albany, NY 12222

E-mail: abyon@albany.edu

(518) 442-4121 (voice)

(518) 442-4118 (fax)

Virtual Office Hour: TTH 3:00 PM - 4:00 PM or by an appointment

Class meeting time & location: MWF 10:35 AM – 11:30 AM (Massry Ctr for Business 356)

Learning Objective: Students will demonstrate proficiency in spoken and written language to the advanced college level.

- Action Item #1: Students will be able to listen and comprehend the language.
- Action Item #2: Students will be able to read and comprehend the language.
- Action Item #3: Students will be able to write in the language.
- Action Item #4: Students will be able to speak in the language.

1. Prerequisites:

The completion of EAK 202: Anyone who has not completed Korean 202 at this university must be approved by the instructor.

2. Objective & Course Description:

This is the first semester of third-year Korean-as-a foreign language (KFL) course. The course is designed to develop the students' language skills in four areas-speaking, listening, reading, and writing-in Korean, attaining approximately the Intermediate Mid to Intermediate High level on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency scale. A major emphasis is on comprehension of modern written Korean. 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. The medium of instruction will be mostly in Korean.

3. 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.

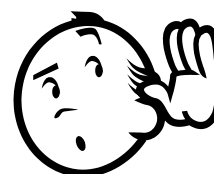
Students are expected to attend ALL classes. NO unexcused absences will be permitted; there will be no review of material for students who miss class.

The prepared work you bring to class counts in the form of daily preparation for reading, 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. There will be a written final. If you know ahead of time you will not be able to sit for an exam, notify the professor *before* the exam, as this may lead to a makeup exam being scheduled if the reason for missing the appointed time is deemed acceptable.

4. Course requirement and evaluation

Homework	30%
In-class participation (writing & speaking)	10%
Weekly quizzes	30%
Individual project*	10%
Final Exam (or Project)	20%
TOTAL	100%



*Sample projects include but not limited to: Micro-movie project, digital-storytelling project, vlog project, website project, translation project, etc.

Attendance and Class activities: You are supposed to attend each class. Attendance check will be strictly enforced; extremely low attendance may lower your final grade, unless a written proof of inevitable circumstance is provided; **Each unexcused absence beyond three 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 and/or early departure 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 and 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 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 borderline cases.

5. Textbooks:

Integrated Korean: High Intermediate 1 (Klear Textbooks in Korean Language)

[Sumi Chang](#), [Hee-Jeong Jeong](#), [Ho-min Sohn](#), [Sang-Seok Yoon](#)

Series: KLEAR Textbooks in Korean Language

Paperback: 288 pages

Publisher: University of Hawaii Press; Bilingual edition (December 31, 2018)

Language: English, Korean

ISBN-10: 0824877926

ISBN-13: 978-0824877927

Audio Materials: https://kleartextbook.com/c2_adv-interm/high-intermediate-one-lesson-1-7

6. Undergraduate Policy

To quote the **Undergraduate Bulletin**:

Policies on Attendance and Timely Compliance with Course Requirements:

“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 or other comparable situations. Students who miss a class period, a final or other examination, or other obligations for a course (fieldwork, required attendance at a concert, etc.) must notify the instructor or the Office of the Vice Provost for Undergraduate Education of the reason for their absence and must do so in a timely fashion.

The Office of the Vice Provost for Undergraduate Education will only provide letters to instructors asking that students with compelling reasons be granted consideration in completing their work when students have missed an exam or assignment deadline or when the absence exceeds one calendar week. Faculty are expected to use their best judgment when students have appropriate documentation for legitimate absences and not rely on the Office of the Vice Provost for Undergraduate Education for substantiation when it is not necessary.”

<https://www.albany.edu/undergraduateeducation/attendance.php>

***Students unable because of religious beliefs to attend class on certain days will be excused per NYS Law. See Section 224-A.**

“Absence due to religious observance: Instructors must explicitly refer to New York State Education Law ([Section 224-A](#)) whereby campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Faculty should work directly with students to accommodate religious observances. Students should notify the instructor of record in a timely manner.”

*** Absence policies, including where possible a link to the University's Medical Excuse Policy:** https://www.albany.edu/health_center/medicaexcuse.shtml.

A note on academic integrity

Information about academic integrity*, including where possible a link to the University's Standards of Academic Integrity:

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

**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)*

Student with disabilities

I ask any student with a documented disability who need 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>).

Korean 301 Course Schedule (tentative)

(HW= Homework, L=lesson, VQ=Vocabulary Quiz)

Week 1 and 2

Orientation–Syllabus / HW pp. 2-3

L1Conv. / HW pp. 7

L1 Conv. Grammar / HW pp. 13-14

L1 Reading 1 / HW pp. 17

L1 Reading 1 Grammar / HW pp. 22-24

L1 Reading 2 & VQ

Week 3 and 4

L2 Conv. / HW pp. 34, 38

L2 Conv. Grammar / HW pp. 45-48

L2 Reading 1 / HW pp. 52

L2 Reading 1 Grammar / HW pp. 57-59

L2 Reading 2 & VQ

Week 5 and 6

L3 Conv. / HW pp. 70, 73
L3 Conv. Grammar / HW pp. 80-83
L3 Reading 1 / HW pp. 86
L3 Reading 1 Grammar / HW pp. 91-94
L3 Reading 2 & VQ

Week 7 and 8

L4 Conv. / HW pp. 106-107, 110
L4 Conv. Grammar / HW pp. 117-120
L4 Reading 1 / HW pp. 124-125
L4 Reading 1 Grammar / HW pp. 130-132
L4 Reading 2 & VQ

Week 9 and 10

L5 Conv. / HW pp. 146, 149
L5 Conv. Grammar / HW pp. 155-157
L5 Reading 1 / HW pp. 161
L5 Reading 1 Grammar / HW pp. 166-168
L5 Reading 2 & VQ

Week 11 and 12

L6 Conv. / HW pp. 182-183, 186
L6 Conv. Grammar / HW pp. 192-194
L6 Reading 1 / HW pp. 197
L6 Reading 1 Grammar / HW pp. 202-206
L6 Reading 2 & VQ

Week 13 and 14

L7 Conv. / HW pp. 218-219, 222
L7 Conv. Grammar / HW pp. 228-230
L7 Reading 1 / HW pp. 235
L7 Reading 1 Grammar / HW pp. 240-242
L7 Reading 2 & VQ

Week 15

Final Exam
Dec. 13th Monday 8:00 am to 10:00 am

https://www.albany.edu/registrar/registrar_assets/FALL%202022%20Final%20Exam%20Schedule%20for%20Web.pdf

EAK302 Advanced Korean II

Call Number 7458 / 3 credits

Spring 2022

Dr. Andrew Sangpil Byon
Associate Professor
East Asian Studies Dept. – HU 213
The State University of New York at Albany
Albany, NY 12222

E-mail: abyon@albany.edu

(518) 442-4121 (voice)

(518) 442-4118 (fax)

Office Hour: TTH 3:00 PM - 4:00 PM or by an appointment

Class meeting time & location: MWF 10:35 AM – 11:30 AM (BB0368)

Learning Objective: Students will demonstrate proficiency in spoken and written language to the advanced college level.

- Action Item #1: Students will be able to listen and comprehend the language.
- Action Item #2: Students will be able to read and comprehend the language.
- Action Item #3: Students will be able to write in the language.
- Action Item #4: Students will be able to speak in the language.

1. Prerequisites:

The completion of EAK 301: The instructor must approve anyone who has not completed Korean 301 at this university.

2. Objective & Course Description:

This is the second semester of a third-year Korean-as-a foreign language (KFL) course. The course is designed to develop the students' language skills in four areas-speaking, listening, reading, and writing in Korean, attaining approximately the Intermediate Mid to Intermediate High level on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency scale. A significant emphasis is on comprehension of modern written Korean. This course also enables students to understand Korean culture and history and develop cross-cultural insights by comparing Korean society with US society. Korean history, the image of Korea, and current social trends in Korea will be discussed for a solid understanding of Korean culture in which the Korean language is embedded. The medium of instruction will be mainly in Korean.

3. 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 being 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.

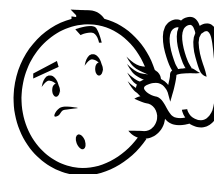
Students are expected to attend ALL classes. NO unexcused absences will be permitted; there will be no material review for students who miss class.

The prepared work you bring to class counts in daily preparation for reading, translations, quizzes, and oral presentations constitute a 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 turn it in on the same day as the other students. There will be a written final. If you know ahead of time you will not be able to sit for an exam, notify the professor *before* the exam. This may lead to a makeup exam being scheduled if the reason for missing the appointed time is deemed acceptable.

4. Course requirement and evaluation

Homework	30%
In-class participation (writing & speaking)	10%
Weekly quizzes	30%
Individual project*	10%
Final Exam (or Project)	20%
TOTAL	100%



*Sample projects include but are not limited to Micro-movie project, digital-storytelling project, vlog project, website project, translation project, etc.

Attendance and Class activities: You are supposed to attend each class. Attendance check will be strictly enforced; extremely low attendance may lower your final grade unless written proof of inevitable circumstance is provided; **Each unexcused absence beyond three 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 and early departure will be regarded 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 and 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 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 borderline cases.

5. Textbooks:

Integrated Korean: High Intermediate 2 (Klear Textbooks in Korean Language)

[Sumi Chang](#), [Hee-Jeong Jeong](#), [Ho-min Sohn](#), [Sang-Seok Yoon](#)

Series: KLEAR Textbooks in Korean Language

Paperback: 296 pages

Publisher: University of Hawaii Press; Bilingual edition (August 1, 2019)

Language: English, Korean

ISBN-10: 0824882768

ISBN-13: 978-0824882761

Audio Materials: https://kleartextbook.com/c2_adv-interm/high-intermediate-one-lesson-1-7

6. Undergraduate Policy

To quote the **Undergraduate Bulletin**:

Policies on Attendance and Timely Compliance with Course Requirements:

“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 or other comparable situations. Students who miss a class period, a final or other examination, or other obligations for a course (fieldwork, required attendance at a concert, etc.) must notify the instructor or the Office of the Vice Provost for Undergraduate Education of the reason for their absence and must do so in a timely fashion.

The Office of the Vice Provost for Undergraduate Education will only provide letters to instructors asking that students with compelling reasons be granted consideration in completing their work when students have missed an exam or assignment deadline or when the absence exceeds one calendar week. Faculty are expected to use their best judgment when students have appropriate documentation for legitimate absences and not rely on the Office of the Vice Provost for Undergraduate Education for substantiation when it is not necessary.”

<https://www.albany.edu/undergraduateeducation/attendance.php>

***Students unable because of religious beliefs to attend class on certain days will be excused per NYS Law. See Section 224-A.**

“Absence due to religious observance: Instructors must explicitly refer to New York State Education Law (Section 224-A) whereby campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Faculty should work directly with students to accommodate religious observances. Students should notify the instructor of record in a timely manner.”

*** Absence policies, including where possible a link to the University's Medical Excuse**

Policy: https://www.albany.edu/health_center/medicalexcuse.shtml.

A note on academic integrity

Information about academic integrity*, including where possible a link to the University's Standards of Academic Integrity:

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

**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)*

Student with disabilities

I ask any student with a documented disability who need 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>).

Korean 302 Course Schedule (tentative)

(HW= Homework, L=lesson, VQ=Vocabulary Quiz)

Week 1 and 2

Orientation–Syllabus / HW pp. 2-3
 L8 Conv. / HW pp. 7
 L8 Conv. Grammar / HW pp. 13-17
 L8 Reading 1 / HW pp. 20
 L8 Reading 1 Grammar / HW pp. 25-28
 L8 Reading 2 & VQ

Week 3 and 4

L9 Conv. / HW pp. 40 - 41
 L9 Conv. Grammar / HW pp. 45, 52-54
 L9 Reading 1 / HW pp. 58
 L9 Reading 1 Grammar / HW pp. 62-64
 L9 Reading 2 & VQ

Week 5 and 6

L10 Conv. / HW pp. 75-76, 79
 L10 Conv. Grammar / HW pp. 88-92
 L10 Reading 1 / HW pp. 96
 L10 Reading 1 Grammar / HW pp. 100-101
 L10 Reading 2 & VQ

Week 7 and 8

L11 Conv. / HW pp. 113- 114, 117
L11 Conv. Grammar / HW pp. 124-125
L11 Reading 1 / HW pp. 128
L11 Reading 1 Grammar / HW pp. 134-136
L11 Reading 2 & VQ

Week 9 and 10

L12 Conv. / HW pp. 147 – 148, 152
L12 Conv. Grammar / HW pp. 158-160
L12 Reading 1 / HW pp. 163 - 164
L12 Reading 1 Grammar / HW pp. 169-172
L12 Reading 2 & VQ

Week 11 and 12

L13 Conv. / HW pp. 183-184, 188
L13 Conv. Grammar / HW pp. 195-197
L13 Reading 1 / HW pp. 201
L13 Reading 1 Grammar / HW pp. 206-207
L13 Reading 2 & VQ

Week 13 and 14

L14 Conv. / HW pp. 221-222, 226
L14 Conv. Grammar / HW pp. 231-232
L14 Reading 1 / HW pp. 236
L14 Reading 1 Grammar / HW pp. 242-244
L14 Reading 2 & VQ

Week 15

Individual project presentations
Reviews

Final Exam
May 9th Monday 10:30 am to 12:30 pm

https://www.albany.edu/registrar/registrar_assets/Spring%202022%20Final%20Exam%20Schedule%20for%20Web.pdf

HISTORY OF PREMODERN KOREA

AEAK (#7462) / AHST 376 (#7463)

Class Meeting Time & Locations: Wed & Fri, 3:00-4:20 PM, Social Science 131

(Revised on 8-15-2022)

Instructor:	Peter Banseok Kwon, Ph.D. Assistant Professor of Korean Studies Department of East Asian Studies University at Albany, SUNY
Semester:	Fall 2022
Credit Hours:	3 Credits
Office Address:	Humanities 240, 1400 Washington Ave., Albany, NY 12222
Office Phone #	518-442-4124
Email	pbkwon@albany.edu
Office Hours	I will hold regular office hours on Wednesdays and Fridays, 1:30-2:45 PM (please sign up using the Calendly link: https://calendly.com/professorpkwon/professor-kwon-s-office-hours-fall-2022) If my regular office hours cannot accommodate you, please email me to set up an alternative appointment.



I. COURSE DESCRIPTION

This course will introduce students to premodern Korea, from earliest recorded history to the Chosŏn dynasty (1392-1897), while also examining the roles played by China and Japan in shaping Korean history. The class will explore social, political, economic, intellectual, and cultural dimensions of the premodern period. Topics will include: traditional social structures, local society and culture, religions and ideology, governing institutions, foreign relations, gender and family, encounters with Western civilization, marginalized groups, and indigenous reforms for social and economic development. No knowledge of Korean language is required. There are no prerequisites.

Learning Objectives and General Education:

Learning Objectives:

1. Students will be able to identify the geography and ethnography of premodern Korea.
2. Students will be able to identify the outline and major periods in the history of premodern Korea.
3. Students will be able to identify the major issues in the modern transformation of Korea.
4. Students will be able to identify major currents of literature, philosophy, and religion in premodern Korea

General Education Information:

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

Characteristics of *all* General Education Courses

1. General Education courses offer introductions to the central topics of disciplines and interdisciplinary fields.
2. They offer explicit rather than tacit understandings of the procedures, practices, methodology and fundamental assumptions of disciplines and interdisciplinary fields.
3. They recognize multiple perspectives on the subject matter.

4. They emphasize active learning in an engaged environment that enables students to be producers as well as consumers of knowledge.
5. They 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.

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.

For more details on the International Perspectives category, see:

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

II. CLASS STRUCTURE & POLICIES

- **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.
- **Communications:**
 - Students are responsible for checking the Blackboard course site daily. I will use this site to make announcements or notify you of any changes or updates for our class.
 - Please be sure to check your UAlbany email account for class email messages.
 - I am always happy to receive your personal emails with questions or concerns. I should be able to reply to you within 24 hours.
- **Class Format:**
 - Class meetings will consist of lectures, small group discussions, in-class debates, and screening visual materials.
 - **For Wednesday sessions:**
 - Every Wednesday, I will give a lecture for the week’s topic. You can find the lecture PowerPoint slides by clicking the “**Weekly Lecture PowerPoints**” tab on the left side of the course Blackboard page.
 - **For Friday sessions,** we will meet for small group discussions.
 - Students are expected to read all assigned readings prior to our discussions held every Friday.
- **Safety Procedure:**
 - Everyone—regardless of vaccination status—must wear masks indoors on campus. This includes faculty and students in classrooms. There are very limited circumstances where masks may be removed indoors,

which can be found in the Face Mask section under Basic Safety Protocols on the [COVID-19 Health & Safety webpage](#).

III. GRADING POLICIES

Categories	Grading %	Dates (subject to change)	Instructions
1. Attendance, Discussion, Presentations (+ occasional pop quizzes)	20%	Attendance will be taken every day.	<p>This course is designed as a highly interactive format. Your grade will reflect in-part your level of participation.</p> <p>Please inform the instructor in advance if you need to miss 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 <u>fourth</u> unexcused absence, and an additional third of a grade with each unexcused absence thereafter. If it is necessary to miss class for medical reasons, see the University at Albany Medical Excuse Policy: http://www.albany.edu/health_center/medicalexcuse.shtm.</p> <p>Students unable to attend class on certain days because of religious beliefs will be excused per NYS Law. See <u>Section 224-A</u>.</p>
2. Journal Entries	20%	<p>Due every Thursday by 10 PM (starting Week 2)</p> <p>Please note that late submissions will not be accepted.</p>	<p>Students are expected to read all the pre-class assignments before class and to post comments on assigned readings on the course Blackboard website by 10 PM every Thursday, before each Friday class meeting.</p> <p>Please post comments under the "Journals" function on our Blackboard site. Each entry should be concise, only about 500 words, and it can cover any of the reading assignments for the week. Think of the Journal assignment as a way for you to share with the instructor your reflections on the assigned readings. Journal posts are not public; only the instructor will read them. On the course Blackboard site, please see "Journal Instructions."</p>
3. Debate	30%	11/16 & 11/18	<p>The debate will be divided into two parts:</p> <ol style="list-style-type: none"> 1. Team Debates (10% of grade) on 11/16 and 11/18. <ul style="list-style-type: none"> • Historical debates will be assigned, and the class will be divided into different teams for two in-class debates. 2. Position Paper (20% of total grade) <ul style="list-style-type: none"> • The written exam will consist of an <i>analytical</i> essay of 7-8 double-spaced pages in length, that will present the key issues of the debate in a balanced presentation.
4. Final Exam	30%	12/2	<p>Students must submit final essays as email attachments with file name, "yourlastname_EAK376.doc(x)," to pbkwon@albany.edu, by 8 PM on Friday, 12/2.</p>

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, including quizzes/exams, 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 grading curves. A grade of "Incomplete" can be considered only for absolute emergencies (death in the family, extreme illness, etc.).

IV. ACCOMMODATIONS:

- **STUDENTS WITH DISABILITIES:** I ask any student with a documented disability requiring academic accommodations or other adjustments to speak with me privately at the start of the semester. All such discussions will remain confidential. For further information, please visit Disability Resource Center (<http://www.albany.edu/disability/index.shtml>).
- **STUDENT ATHLETES:** Read the 3-page document on regulations at the link below: http://www.albany.edu/ncaa/files/Intercollegiate_Athletic_Missed_Class_Policy.pdf

Mental Health Recommendations

- As a student there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. The University at Albany Counseling and Psychological Services (CAPS) provides free, confidential services including individual and group psychological counseling and evaluation for emotional, social and academic concerns. Given the COVID pandemic, students may consult with CAPS staff remotely by telephone, email or Zoom appointments regarding issues that impact them or someone they care about. For questions or to make an appointment, call (518) 442-5800 or email consultation@albany.edu. Visit www.albany.edu/caps/ for hours of operation and additional information

V. ACADEMIC INTEGRITY

- Regarding university policies on Academic Integrity and Plagiarism, see: http://www.albany.edu/studentconduct/standards_of_academic_integrity.php

VI. READING MATERIALS

- The following books are required for the course and are available at the UAlbany bookstore. You may also order them from online venues such as Amazon and elsewhere:
 - Michael J. Seth, *A Concise History of Korea: From Antiquity to the Present*, THIRD edition (London and New York: Rowman & Littlefield, 2019).
 - Please be sure to get THE THIRD EDITION of this book.
 - ISBN-10: 1538128985 / ISBN-13: 978-1538128985.
 - Yôngho Ch'oe, Peter H. Lee, and Wm. Theodore de Bary, eds. *Sources of Korean Tradition: From Early Times through the 16th Century*, vol. 1 (Columbia University Press, 1996).
 - ISBN-13: 978-0231105675 / ISBN-10: 0231105673
- **All other assigned readings that are not in the course textbooks above will be available in the “Weekly Readings” section of the course Blackboard page.**

COURSE SCHEDULE (subject to revision)

UAlbany Fall 2022 Academic Calendar:

<https://www.albany.edu/registrar/academic-calendar#fall-2022>

WEEK 1: Introduction

How did civilization originate in the Korean peninsula?

8/24: Introduction

8/26: Origins of Korean Civilization

- Seth, *A Concise History of Korea*, chapter 1.

WEEK 2: Korea's Ancient Ties with Japan and China

How should we approach ancient Korean-Japanese-Chinese relations? Was there a distinct sense of "Korea," "Japan," and "China" in the respective regions? Was ancient Korea a "colony" of Lelang (China)?

8/31: China-Korea-Japan Ancient Ties

- Pai, "Culture Contact and Culture Change: the Korean Peninsula and its relations with the Han Dynasty commandery of Lelang," pp. 306-319.
- Farris, "Ancient Japan's Korean Connection," pp. 1-21.

9/2: Discussion

WEEK 3: Three Kingdoms / Introduction of Buddhism

How do we explain the origins and development of the Three Kingdoms in the Korean peninsula? How did Buddhist ideas tie into Korean state formation during the Three Kingdoms period?

9/7: The Three Kingdoms

- Seth, *A Concise History of Korea*, chapter 2.

9/9: Discussion

- *Sources of Korean Tradition*, vol. 1, pp. 34-56 (Introduction of Buddhism).

WEEK 4: Unified (or Late) Silla

How should we characterize the ruling system in Unified Silla? What effects did Silla's "Bone Rank" system have on Korea's social and institutional legacy?

9/14: Silla's Unification War

- Seth, *A Concise History of Korea*, chapter 3.

9/16: Discussion: Silla's "Bone Rank" system

- In-class reading of Kolp'um (Bone Rank) regulations, pp. 59-69.

WEEK 5: Koryŏ Dynasty

How did Koryŏ unify the peninsula and consolidate power? Can we identify Koryŏ as a "Buddhist" state? Was there an emerging national consciousness during Koryŏ?

9/21: The founding of Koryŏ

- Seth, *A Concise History of Korea*, chapter 4.
- Selections from *Sources of Korean Tradition*, vol. 1, pp. 154-156 (Wang Kŏn: Ten Injunctions); 156-167 (Development of Confucian Polity I); 167-168 (Ch'oe Sungno: On Buddhism); 216-244 (Buddhism and other religions); pp. 161-63 (Ch'oe Sŭngno: On Current Affairs); 170-175 (Koryŏ's Foreign Relations)

9/23: Discussion: The State and Buddhism in the Koryŏ Period

- In-class reading of *Ten Injunctions* from *Sources of Korean Tradition*, vol. 1, pp. 154-156.

WEEK 6: Late Koryŏ and Dynasty Change

How did the period of military rule and Mongol invasions impact Koryŏ? What led to the fall of the Koryŏ? Was there an influx of “social newcomers” into the elite circles during the Koryŏ-Chosŏn transition?

9/28: Military Rule and Mongol Invasions

- Seth, *A Concise History of Korea*, chapter 5.
- *Sources of Korean Tradition*, vol. 1, pp. 205-215 (Late Koryŏ Reforms)

9/30: Discussion: Koryŏ-Chosŏn Dynasty Change: A Social Revolution?

- Duncan, “The Social Background to the Founding of the Chosŏn Dynasty: Change or Continuity?,” pp. 39-80.

WEEK 7: The Chosŏn State and Politics

What was the relationship between the monarchy and bureaucracy in Chosŏn Korea? What was the influence of Neo-Confucian ideology in Chosŏn’s state formation and politics?

10/5: State Formation

- Seth, *A Concise History of Korea*, chapter 6.

10/7: Discussion

- *Sources of Korean Tradition*, vol. 1, pp. 272–76 (King T’aejo: Founding Edict), 280–92 (Neo-Confucianism and Chosŏn Kingship / Government and Factional Politics).

WEEK 8: Neo-Confucian Transformation of the Chosŏn Korea

What explains the efflorescence of Neo-Confucian ideology and tradition in Chosŏn? How useful is the term “Confucian patriarchy” for describing Chosŏn society?

10/12: The Confucianization of Korean society

- Haboush, “The Confucianization of Korean Society,” pp. 84–110
- *Sources of Korean Tradition*, vol. 1, pp. 316–326 (Confucianization and its impact on Women/Family).

10/14: Discussion: Gender & Family in Chosŏn

- In-class reading of *Miam ilgi*: Select Translations with Introduction, “3. Song Tŏkpong and Other People around Yu Hui-ch’un”
(https://projects.iq.harvard.edu/files/gpks/files/3_song_tokpong_and_other_people_around_yu_huichun.pdf)

WEEK 9: Imjin War, 1592-1598

10/19: Watch the Korean movie, *The Admiral*.

- Optional: “The Japanese Invasion of Korea, 1592-8 CE” (<https://www.ancient.eu/article/1398/the-japanese-invasion-of-korea-1592-8-ce/>)

10/21: Discussion: Imjin War and its long-term impact on Korea

WEEK 10: Chosŏn Society, Social Stratification, and Marginalization

What was yangban, and how did this group distinguish itself from commoners? What was the extent of “marginalization” in late Chosŏn Korea? Was Chosŏn Korea a “yangban society” or a “slave society”? What are the implications of the terms?

10/26: Chosŏn society

- Seth, *A Concise History of Korea*, chapter 7.
- Kim, “Unheard Voices: The Life of the Nobi in O Hwi-mun’s *Swaemiraok*.”

10/28: Chosŏn slavery and emotions

- Kim, “My Own Flesh and Blood: Stratified Parental Compassion and Law in Korean Slavery,” pp. 1–25.
- Palais, “Slave Society,” pp. 23-51.

WEEK 11: Korean Spirituality / Encounter with Christianity

What is unique about the Korean indigenization of Buddhism, Confucianism, and Catholicism? What explains the Chosŏn state's virulent resistance to Catholicism?

11/2: Religious Traditions in Korea.

- Walraven, “Confucians and Shamans,” pp. 21-44.
- Baker, “A Different Thread: Orthodoxy, Heterodoxy, and Catholicism in a Confucian World,” pp. 199–230.

11/4: Discussion:

- In-class reading of *Miam ilgi*: Select Translations with Introduction, “5. Geomancy and Other Folk Customs.” (https://projects.iq.harvard.edu/files/gpks/files/5_geomancy_and_other_folk_customs.pdf)

WEEK 12: Social and Economic Changes/Rebellions

What problems did the Chosŏn Dynasty face in the late 19th century? What types of economic and social changes were occurring? What were the causes of popular uprisings?

11/9: Late Chosŏn

- Seth, *A Concise History of Korea*, chapter 8.
- *Sources of Korean Tradition*, vol. 1, pp. 327–341 (Ch. 17: Economy).

11/11: Discussion: Popular Uprisings and Social Changes ***Debate Team Meetings**

- In-class reading of Sun Joo Kim’s “Manifestos During the Hong Kyŏngnae Rebellion of 1812,” pp. 141–151.
- Shin, “Economic Development and Social Mobility in Pre-Modern Korea,” pp. 187-197.
- Palais, “Progress or Stasis in Korean Society,” pp. 1–21.

WEEK 13: Team Debates

11/16: Debate I (Team A vs. B) ***Position Papers for Teams A and B are due**

11/18: Debate II: Team C vs. D) ***Position Papers for Teams C and D are due**

WEEK 14: Thanksgiving Break (11/23-11/27)

11/23: No class

11/25: No class

WEEK 15: Final Week

11/30: Course Review and Reflections

- Readings: TBA

12/2 (Last Day of Class): **FINAL PAPER DUE in class at 8:00 PM on Friday, December 2.**

*Submit your paper as an email attachment with the file name, “yourlastname_376.doc(x),” to the instructor. 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.e.*, A to A-, B+ to B). Thus, for example, an “A” paper that is submitted at 9:00 PM on Friday (12/2) would receive an A-; an “A” paper submitted at 9 PM on Saturday (12/3) would receive a “B+” (down two-thirds of a grade).



AEAK 377 / AHST 377
History of Modern Korea
Spring 2022
Credit Hours: 3 Credits
WF 3:00-4:20 PM
Location: Catskill 130

Course # 8570 / 8569

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: I will hold regular office hours on Wednesdays and Fridays, 1:00-2:45 PM. Please sign up using the Calendly link: <https://calendly.com/professorpkwon/office-hours> (If my regular office hours cannot accommodate you, please email me to set up an alternative appointment.)

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, South/North Korea's militarization, and current inter-Korea relations. The class uses English-language translations of all sources. No knowledge of Korean is required. *There are no prerequisites.*

Learning Objectives and General Education

LEARNING OBJECTIVES:

1. Students will be able to identify the geography and ethnography of modern Korea.
2. Students will be able to identify the outline and major periods in the history of modern Korea.
3. Students will be able to identify the major issues in the modern transformation of Korea.

GENERAL EDUCATION INFORMATION:

This class fulfills the General Education category of **International Perspectives**. For more details on the International Perspectives category, see: <https://www.albany.edu/generaleducation/international-perspectives.php>

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 recognize 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.

This course fulfills the General Education category of **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.

II. CLASS STRUCTURE & POLICIES

- **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.
- **Communications:**
 - Students are responsible for checking the Blackboard course site daily. I will use this site to make announcements or notify you of any changes or updates for our class.
 - Please be sure to check your UAlbany email account for class email messages.
 - I am always happy to receive your personal emails with questions or concerns. I should be able to reply to you within 24 hours.
- **Class Format:**
 - Class meetings will consist of lectures, small group discussions, in-class debates, and screening visual materials.
 - **For Wednesday sessions:**
 - Every Wednesday, I will give a lecture for the week’s topic.
 - **For Friday sessions,** we will meet for student presentations/small group discussions.
 - Students must provide detailed peer feedback on research presentations by their peers.
- **Safety Procedure:**
 - Everyone—regardless of vaccination status—must wear masks indoors on campus. This includes faculty and students in classrooms. There are very limited circumstances where masks may be removed indoors, which can be found in the Face Mask section under Basic Safety Protocols on the [COVID-19 Health & Safety webpage](#).

III. GRADING POLICIES

Categories	Grading %	Dates (subject to change)	Instructions

Class attendance/ participation (includes group discussions and occasional quizzes)	15%	Attendance will be taken every day.	This course is designed as a highly interactive format. Your grade will reflect in-part your level of participation. If it is necessary to miss class for medical reasons, see the University at Albany Medical Excuse Policy: http://www.albany.edu/health_center/medicaexcuse.shtm . Students unable to attend class on certain days because of religious beliefs will be excused per NYS Law. See <u>Section 224-A</u> .
Midterm	25%	3/1	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. It will be divided into two parts: <ol style="list-style-type: none"> 1. A written position paper (4-5 pages, double spaced). Submit your paper as an email attachment with the file name, "yourlastname_377.doc(x)," to the instructor, by 11:59 PM on Tuesday, March 1. Please send your document in MS Word (NO PDFs!) 2. Debate I (5% of grade): The class will be divided into four different teams for an in-class debate (March 2 & 4)
Debate II	10%	4/27 and 4/29	The class will be divided into four teams for two in-class debates.
Research Project	50%	See the course schedule below	You will be asked to research a topic of your own choice (related to modern/contemporary Korea) and write a research paper of approximately 2,500 words (10 pages, double-spaced) by the end of the semester. See "Research Project uploads" on Blackboard. Please upload all your documents in MS WORD file (.docx) (NO PDFs!) <ol style="list-style-type: none"> 1. Research topic (5%), due by 11:59 PM on Friday, February 11 (WEEK 3) <ul style="list-style-type: none"> • Include your research question, a tentative annotated bibliography of 3 sources (which should include at least one academic book or article), and at least 2-3 sentences explaining your topic and why you think it is worth researching. 2. Research proposal (10%) due by 11:59 PM on Wednesday, March 9 (WEEK 7) Submit your official research proposal (3 pages; double-spaced) and include the following: <ol style="list-style-type: none"> 1. A thesis on your topic 2. An outline of the paper 3. A list of primary/secondary sources (bibliography) and evidence to support your argument, demonstrating the viability of your project by introducing the sources that you will be using for your research paper. I will read your proposal and provide you with feedback. 3. Class Presentation (10%) You will be asked to give a 10-minute presentation on your research topic. You may form a group of up to 2 students who have similar research interests as you. But you will have to write your own research paper. The presentation must be made with the PowerPoint slides, and the PPT file should be sent to the instructor 24 hours in advance of the planned presentation date.

			<p>4. Final Research Paper (25%) in hardcopy is due on the last day of class, Wed, 5/4/2022.</p> <ul style="list-style-type: none"> Please also email your final paper with file name, "yourlastname_EAK422.doc(x)," to the instructor.
--	--	--	--

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).

- 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.).
- Late submission penalty: one grade down from the assignment grade per day.

IV. ACCOMMODATIONS:

- 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>).
- STUDENT ATHLETES:** Read the 3-page document on regulations at the link below: http://www.albany.edu/ncaa/files/Intercollegiate_Athletic_Missed_Class_Policy.pdf

V. ACADEMIC INTEGRITY

- University's Standards of Academic Integrity Policy, Fall 2013 http://www.albany.edu/undergraduate_bulletin/regulations.html
- Please note that plagiarism will result, at minimum, in a failing grade for the assignment, and possibly for the whole course. What is **plagiarism**? "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). Some examples of plagiarism include copying, paraphrasing, or summarizing without acknowledgment, submission of another student's work as one's own, the purchase/use 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. Students are responsible for understanding legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness." https://www.albany.edu/undergraduateeducation/academic_integrity.php

VI. SUPPORT/COUNSELING SERVICE

- As a student there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. The University at Albany Counseling and Psychological Services (CAPS) provides free, confidential services including individual and group psychological counseling and evaluation for emotional, social and academic concerns. Given the COVID pandemic, students may consult with CAPS staff remotely by telephone, email or Zoom appointments regarding issues that impact them or someone they care about. For questions or to make an appointment, call (518) 442-5800 or email consultation@albany.edu. Visit www.albany.edu/caps/ for hours of operation and additional information. If your life or someone else's life is in danger, please call 911. If you are in a crisis and need help right away, please call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255). Students dealing with heightened feelings of sadness or hopelessness, increased anxiety, or thoughts of suicide may also text "GOT5" to 741741 (Crisis Text Line).

VII. READING MATERIALS

- All assigned readings are available in the “Course Readings” section of the course Blackboard page.

COURSE SCHEDULE (subject to revision)

UAlbany Spring 2022 Academic Calendar:

<https://www.albany.edu/registrar/spring-2022-academic-calendar.php>

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

WEEK 1: Course Introduction

1/26: Introduction

- Robinson, Introduction

1/28: Late Chosŏn Dynasty

- “Choe, Lee, De Bary - Part I (Late Choson)”

WEEK 2: Korea between the Empires

2/2: Imperialism

- Robinson, Ch. 1

2/4: Resistance/Reform

- Sin Ch'aeho's *Toksa Sillon* (A New Reading of History)

UNIT II. COLONIALISM (1910-1945)

WEEK 3: Japan's Colonial Policies

2/9: Colonial Policies *Midterm prompt will be distributed *Presentation by Dr. Yu-Hui Chen from UAlbany Library

- Robinson, Ch. 2
- Kang, “Becoming Japanese”

2/11: Debate Team Meeting

- Robinson, Ch. 3. Research topics are due
- Howard, “Comfort Women”

WEEK 4: Colonial Modernity & Japan-Korea Relations

2/16: Colonial Modernity

- Robinson, Ch. 4
- Jung, “Economic Features of Colonial Modernity in Modern Korea”

2/18: Debate Team Meeting

- Eckert, “Total War, Industrialization and Social Change in Late Colonial Korea”

UNIT III. DIVISION AND WAR (1945-1953)

WEEK 5: Division and War

2/23: Foreign Occupations in North and South

- Robinson, Ch. 5.

2/25: The Korean War

- Cumings, *Korea's Place in the Sun*, selections from Ch. 5

- Weathersby, “Korea, 1949-1950: To Attack or Not to Attack.”

WEEK 6: Midterm Debate

3/2: Debate I - Team A vs. Team B Midterm position papers are due by 11:59 PM on Tuesday, 3/1

3/4: Debate I - Team C vs. Team D

WEEK 7: Research Presentations

3/9: Presentations I Research Proposals are due

3/11: Presentations II

- No reading assignments: Please work on your research paper
-

WEEK 8: SPRING BREAK (March 12-March 18)

3/16: No class

3/18: No class

WEEK 9: Research Presentations

3/23: Presentations III

3/25: Presentations IV

- No reading assignments: Please work on your research paper
-

UNIT IV: THE TWO KOREAS

WEEK 10: South Korea’s Economic Miracle

3/30: Nation-building in the South

- Robinson, Ch. 6
- Kwon, “Mars and Manna”

4/1: Presentations V

- Cho’e, Lee, de Bary, *Sources of Korean Tradition 2*, pp. 395-400 (Pak Chŏnghŭi and Economic Development in South Korea)

WEEK 11: North Korea’s Quest for Self-Reliance

4/6: Nation-building in the North: The Nation of Kim Il Sung

- Robinson, Ch. 7

4/8: Presentations VI

- Ch’oe, Lee, and de Bary, *Sources of Korean Tradition 2*, pp. 419-425 (“Kim Ilŏng and *Chuch’ŏ* Thought in North Korea”)
- Lee, “Self-reliance in Juche”

WEEK 12: Democratization in the South

4/13: The rise of Korean civil society. *Final Debate prompt distributed to class

- Robinson, Ch. 8

4/15: Presentations VII

- Warnberg, “The Kwangju Uprising: An Inside View”
- An account by Rev. Charles Huntley (Presbyterian missionary)
[<https://themay18.wordpress.com/2005/12/03/when-it-wasnt-fun-the-kwangju-incident-of-may-1980/>]

WEEK 13: Crisis in the North

4/20: Juche and the Cult of Personality

- Chung, “Resurrection of Confucianism in North Korea”

4/22: Presentations VIII

- “Interview: North Korea expert Brian Myers”
- Robinson, Epilogue chapter

WEEK 14: Final Debate

4/27: Debate II - Team A vs. B

4/29: Debate II - Team C vs. D

WEEK 15: Course Review and Reflections

5/4: Last day of class

FINAL RESEARCH PAPER in hardcopy due in class on Wednesday, 5/4/2022. Please also email your paper as an attachment with the file name, “yourlastname_377.doc(x),” to the instructor. For any paper submitted late, from the final score, a penalty will be deducted as follows: one grade down from the assignment grade per day.

AEAK 389 (8803) / AHIS 389 (8804)
Topics in Korean Literature, History, and Culture
Topic: North Korea—History, Culture, Politics
Spring 2020
MW 5:45-7:05 PM
Credit Hours: 3 Credits
Location: HU 111

Instructor: Peter Banseok Kwon
Office #: 518-442-4124

Office hours: Tue 10:30-11:30AM, Fri 1:45-3:45PM, and by appt
Office: Humanities 240 Email: pbkwon@albany.edu

I. COURSE DESCRIPTION AND GOALS

As one of the few truly isolated countries remaining in the world, the Democratic People's Republic of Korea (North Korea) is constantly making international headlines. This course is designed to provide an overview of North Korea's history, culture, politics, and international relations from its inception to the present day. We will explore the cult of the Kim family, North Korea's brand of communist ideology, how the nation was shaped by imperialism and Cold War, and why it continues to pursue nuclear weapons programs despite internal crisis. The course will also investigate questions such as:

- Why has the North Korean regime endured when many other totalitarian regimes have fallen?
- What is the North Korean ideology of *Juche* (self-reliance) and how has it affected national politics, the economy, and arts and culture in the country?
- How have North Korea's interactions with the US, Russia, China, Japan, and South Korea influenced and shaped its diplomacy and national security?
- Why does a humanitarian crisis persist in North Korea and what role has the international community played in mitigating this crisis?
- What are the prospects for the Korean unification and peace on the Korean peninsula?

The class uses English-language translations of all sources. No knowledge of Korean is required.
There are no prerequisites.

Learning Outcomes and General Education

LEARNING OUTCOMES:

1. Students will be able to identify the major issues in the modern transformation of North Korea.
2. Students will be able to identify the outline and major periods in the history of North Korea.
3. Students will be able to identify major currents of politics, economy, culture, security, and international relations in North Korea.
4. Students will be able to analyze primary sources in translation.
5. Students will produce a research paper based on the analysis of these materials.

GENERAL EDUCATION INFORMATION:

This course fulfills the General Education category of **Challenges for the 21st Century**.

“The courses in the category of *Challenges for the 21st Century* address a variety of issues focusing on challenges and opportunities in such areas as cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, and others, and may include interdisciplinary approaches. Courses in this

category will be expected to address the historical roots and contemporary manifestations of challenges that lie ahead as students move into the world beyond the University at Albany.” (see <https://www.albany.edu/generaleducation/ua-category-challenges.php#:~:text=The%20courses%20in%20the%20category,and%20may%20include%20interdisciplinary%20approaches>).

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 recognize 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.

Courses meeting **Challenges for the 21st Century** enable students to demonstrate:

1. Knowledge and understanding of the historical roots, contemporary manifestations, and potential future courses of important challenges students may encounter as they move into the world beyond the university;
2. Familiarity with these challenges in areas such as cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, and/or others;
3. An integrated understanding of how challenges often affect individuals and societies simultaneously in many of these areas;
4. An appreciation for interdisciplinary approaches to understanding contemporary and future challenges.

II. GRADING POLICIES

1. **Class involvement: 25%**

- Students must attend class. Please inform the instructor in advance if you need to miss 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. 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. Students unable to attend class on certain days because of religious beliefs will be excused per NYS Law. See Section 224-A.
- Students must also actively participate to receive full credit for the course. NO computers, tablets or phones are to be used during class unless specifically required. Remove earphones and ear buds from your ears as well.
- Starting Week 3, I will assign 2-3 students every week to take on the role of **discussion leaders**. 24 hours prior to the beginning of class on Wednesday (no later than 6 PM on Tuesday), these students shall each post a **critical analysis** of approximately 500 words about the weekly assigned readings on the course BLACKBOARD website (go to “Discussion Forum” and upload your analysis there).
- Critical analyses are not summaries but rather require discussion leaders to take a critical stance on issues that arise in the reading and analyze any interesting points and/or problems in the author’s arguments. They may also address the weekly thematic questions in the syllabus. Below the analysis, these students shall pose at least 2 questions that can be discussed & debated in class.
- Discussion leaders will then give a 10-minute presentation to the class on Wednesday based on their analysis of the readings. Discussion leaders are expected to facilitate the discussion and engage with other students’ responses. They should create the preconditions for a productive discussion in which the entire class can assess and evaluate the assigned readings.

- Students not leading the discussion that week must have read the analyses and questions posted on the Blackboard website prior to coming to class, thought about them, and prepared their own responses for active class discussion.

2. Policy Memo: 25%

- Policy Memo Topic & Group Members due in Class on Wednesday, February 12, 2020
- Students in a group of 3 will be asked to write a short policy memo (4-5 pages) to the US government that concisely introduces, outlines and then proposes the solution to a major problem and/or crisis in North Korea. For the instructions on how to write a **policy memo**, see “Writing Effective Policy Memos” (PDF): <https://tinyurl.com/clr8blm>
- Sample policy memos will be provided in class.
- In Weeks 7 and 8, each group will be asked to do a 15-minute presentation on their policy memo, which will be followed by the feedback from the instructor and class peers. Memo is due the day of the presentation.
- Each student will be asked to provide 1 page of constructive feedback on a presentation by a peer. While ungraded, these will be checked, and failure to submit on time will result in being docked the equivalent of one-third of a grade on the Policy Memo Assignment.

3. Final Research Project: 50%

- Research Topic = 5% (due in class on Wednesday, February 5, 2020)
 - Your research topic must be submitted in a hardcopy to the instructor at the beginning of class on Wednesday, February 5 (WEEK 3). Include your research question, a tentative annotated bibliography of 3 sources, and at least 2-3 sentences explaining your topic and why you think it is worth researching. You are advised to consult with the instructor during office hours as you formulate your topic.
- Research Proposal = 15% (due in class on Monday, March 23, 2020)
 - In Week 10 you will submit your official research proposal (2-3 pages; double-spaced), which includes a thesis on your topic. Your proposal should also include your preliminary findings and a list of primary/secondary sources and evidence (bibliography) to support your argument, proving the viability of your project. Your instructor will read your proposal and provide you with feedback.
 - For students registered in RPOS 422Z, this research proposal will be worth 10% of your grade.
- Requirement for **students in RPOS 422Z ONLY**: First Draft = 10% (due in class on Wednesday, 2/26, 2020): A first draft (6-8 pages, double-spaced) is due in class in Week 6. Your first draft should clearly pursue an argument and attempt to use primary source evidence to support that argument, concurrently positioning itself in the literature. Your instructor will read your draft and provide you with feedback the following week.
- Final Research Paper = 30% (due by 8 PM on Friday, May 8, 2020)
 - For students in RPOS 422Z, the final research paper will count as 25% of your grade.
 - Your final paper (10 pages) 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.
 - Please submit your final paper with file name, “yourlastname_EAK389.doc(x),” to the Dropbox link that will be sent to class.
 - Late papers will be docked the equivalent of one-third of a grade every 24 hours. Thus, for example, an “A” paper that is submitted at 9:00 PM on Monday would receive an A-; an “A” paper submitted at 9PM on Tuesday (5/9) would receive a “B+” (down two-thirds of a grade), etc.

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

*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).

III. ACCOMMODATIONS:

- **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>).
- **STUDENT ATHLETES:** Read the 3-page document on regulations at the link below: http://www.albany.edu/ncaa/files/Intercollegiate_Athletic_Missed_Class_Policy.pdf

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
- Please note that **plagiarism** will result, at minimum, in a failing grade for the assignment, and possibly for the whole course. What is plagiarism? “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). Some examples of plagiarism include copying, paraphrasing, or summarizing without acknowledgment, submission of another student's work as one's own, the purchase/use 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. Students are responsible for understanding legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness.” https://www.albany.edu/undergraduateeducation/academic_integrity.php
- Unauthorized reproduction of any course material or uploading it to any website is a violation of academic integrity.

V. READING MATERIALS

- All required readings are available via the course’s Blackboard page.
- Throughout the course, students are encouraged to follow current events of North Korea by reading major English newspapers on Korea, including:
 - *NKNews.org* (News on North Korea) (<http://www.nknews.org/>)
 - *The North Korea Zone* (<http://www.nkzone.org/nkzone/>)
 - *Daily North Korea* (<http://www.dailynk.com/english/>)

COURSE SCHEDULE
(ALL TOPICS & ITEMS SUBJECT TO CHANGE)

UNIT I (WKS 1-4): Seeds of the North Korean Revolution:
19th century to the Korean War (1950-1953)

WEEK 1: Introduction

Wed, 1/22: (first day of class)

- Young, “Why is North Korea called the DPRK?”

WEEK 2: North Korea in the media

What are some misconceptions we have about North Korea?

Mon, 1/27: North Korean State of Mind (1)

Wed, 1/29: North Korean State of Mind (2)

- Stereotypes about North Korea: *Newsweek* cover story on Kim Jong Il, “Is Kim Jong Il a Bigger Threat than Saddam?” (Jan 13, 2003)
- Agov, “North Korea: The Politics of Leadership Change”
- F. Megaloudi, “A General, A 'Nap' and an Execution: How the Media Report on North Korea”

WEEK 3: Historical Making of North Korea: National Memory of Trauma, Conflict and Incursion

What explains North Korea's single-minded commitment to “self-reliance” and national sovereignty against foreign intrusions?

Mon, 2/3: Imperialism, Colonialism, and National Division

Wed, 2/5: North Korea under the Soviets, 1945-1948 ***RESEARCH TOPIC DUE IN CLASS**

- Lankov, *From Stalin to Kim Il Sung*, Ch. 1
- Primary source readings:
 - Kim Il Sung, “On Eliminating Dogmatism and Formalism and Establishing Juche in Ideological Work” (1955) [<https://www.marxists.org/archive/kim-il-sung/1955/12/28.htm>]
 - J. Stalin, “Marxism and the National Question” [<https://www.marxists.org/reference/archive/stalin/works/1913/03a.htm>]

WEEK 4: North Korea-US Relations

Where does North Korea's belligerence toward the United States come from? What's the history between North Korea and the United States?

Mon, 2/10: The Korean War & the United States

Wed, 2/12: Group sessions with instructor (sign-up sheet will be passed around for time slot) ***POLICY**

MEMO TOPIC & GROUP MEMBERS DUE IN CLASS

- Armstrong, “The Destruction and Reconstruction of North Korea, 1950-1960” [<https://apjjf.org/-Charles-K.-Armstrong/3460/article.html>]
- Hasan, “Why Do North Koreans Hate Us? One Reason — They Remember the Korean War” [<https://theintercept.com/2017/05/03/why-do-north-koreans-hate-us-one-reason-they-remember-the-korean-war/>]

UNIT II (WKS 5-6): The Cult of Kim Il Sung and the Rise of Juche during the Cold War (1953-1994)

WEEK 5: Kim Il Sung and Juche (“self-reliance”) Philosophy in North Korea

Who is Kim Il Sung and how did his family assert dynastic rule over the North Korean populace? What are the main features and historical antecedents of North Korea's Juche ideology? Is North Korea really a communist/Marxist-Leninist nation?

Mon, 2/17: What is Juche?

Wed, 2/19: How Communist is North Korea?

- Lankov, *From Stalin to Kim Il Sung*, Ch. 2
- Chung, “The Resurrection of Confucianism in North Korea”
- Beauchamp, “Juche, the state ideology that makes North Koreans revere Kim Jong Un, explained”
- [<https://www.vox.com/world/2018/6/18/17441296/north-korea-propaganda-ideology-juche>]

WEEK 6: *Juche* in North Korean Arts & Culture

How has the state propaganda permeated North Korean society and culture?

Mon, 2/24: North Korean Cinema/Comedy

Wed, 2/26: North Korean Music

- Kim, “North Korean Comedy of Manners”
- Cathcart, “Song of Youth: North Korean Music from Liberation to War”
- Kim, “The Prosody of Working and the Narrative of Martyrdom: Daily Life and Death in North Korean Literature during the Great Famine and the Early Military-First Age (1994-2002)”

WEEK 7: POLICY MEMO PRESENTATIONS I *POLICY MEMOS DUE IN CLASS

Mon, 3/2: Presentations & Feedback

Wed, 3/4: Presentations & Feedback

WEEK 8: POLICY MEMO PRESENTATIONS II *POLICY MEMOS DUE IN CLASS

Mon, 3/9: Presentations & Feedback

Wed, 3/11: Presentations & Feedback

WEEK 9: SPRING BREAK

Mon, 3/16: No class

Wed, 3/18: No class

UNIT III (WKS 10-12): *Juche* in Action in the Post-Cold War World (1990s-2012)

WEEK 10: Regime Crisis and International Isolation

What international changes in the post-Cold War era contributed to the transformation of North Korea under the new Kim Jong Il regime? Why did North Korea become so isolated?

Mon, 3/23: Collapse of the Soviet Bloc / Famine in the 1990s *RESEARCH PROPOSAL DUE IN CLASS

Wed, 3/25: Crises in the Northern System / rise of Kim Jong Il *Guest lecture by Jinah Kim

- Jeon, “Kim Jong Il Regime’s Military First Politics”
- Kimura, “The Origins of North Korea’s Economic Crisis” [<http://www.ier.hit-u.ac.jp/COE/Japanese/Newsletter/No.6.english/KIMURA.html>]
- “Remembering North Korea’s Chollima Movement” [<https://www.nknews.org/2014/09/remembering-north-koreas-chollima-movement/>]

WEEK 11: Humanitarian Crisis 1

How are the causes behind the humanitarian crisis in North Korea? How should we deal with it?

Mon, 3/30: State Control and Surveillance (1)

Wed, 4/1: State Control and Surveillance (2)

- Lankov, Kwak, and Cho, “The Organizational Life: Daily Surveillance and Daily Resistance in North Korea”

WEEK 12: Humanitarian Crisis 2

Explain the human rights situation in North Korea. What should the response of other nations be with regards to North Korea?

Mon, 4/6: North Korean defectors (1)

Wed, 4/8: North Korean defectors (2)

- Human Rights Watch, “World Report 2019-North Korea” [<https://www.hrw.org/world-report/2019/country-chapters/north-korea>]
- Chung, “A Comparative Study on Everyday Life of South Koreans and North Korean Defectors”

UNIT IV (Weeks 13-16): North Korea and the World Today

WEEK 13: North Korea’s Militarization

Why does the North Korean regime feel the need to develop nuclear weapons? Why does this impoverished nation spend one-third of its GDP on its military and maintain the world’s fourth largest army, comprising 1.3 million troops, while staging a standoff against the world’s greatest superpower, the US? And what are the main obstacles for a nuclear-free Korean Peninsula?

Mon, 4/13: Military Parades & Mass Games

Wed, 4/15: North Korea’s Nuclear Development

- Szalontai and Radchenko, “North Korea’s Efforts to Acquire Nuclear Technology and Nuclear Weapons”
- Panda and Narang, “Why is North Korea testing missiles again?” [<https://www.foreignaffairs.com/articles/north-korea/2019-05-16/why-north-korea-testing-missiles-again>]
- Chronology of U.S.-North Korean Nuclear and Missile Diplomacy, Latest ACA Resources [<http://www.armscontrol.org/factsheets/dprkchron>].
- Primary Source Reading: 1994 US-DPRK Geneva Agreement

WEEK 14: North Korea’s Foreign Relations

What does the US want vis-à-vis North Korea? What does China want? How have North Korea’s relations with the US, China, Russia, and South Korea evolved since the Cold War?

Mon, 4/20: Inter-Korea Relations since 1953 / Sunshine Policy

Wed, 4/22: Kim Jong Eun between Donald Trump and Xi Jinping

- Szalontai, “How, and why, China and North Korea have drifted apart”
- Armstrong, “Thinking beyond denuclearisation at the Trump–Kim summit” [<https://www.eastasiaforum.org/2018/06/11/thinking-beyond-denuclearisation-at-the-trump-kim-summit/#more-130778>]

WEEK 15: Opening and Closing of Possibilities/Reunification

What are some of the recent reforms initiated by the North Korean regime? Have they been successful? What are the biggest obstacles to Korean reunification? How would reunification benefit East Asia and the world?

Mon, 4/27: North Korea’s Reforms, Kim Jong Il to Kim Jong Un

Wed, 4/29: Reunification

- Szalontai and Choi, “The Prospects of Economic Reform in North Korea: Comparisons with China, Vietnam, Yugoslavia”
- Pearson, “North Korea’s Black Market becoming the new normal” [<https://www.reuters.com/article/us-northkorea-change-insight/north-koreas-black-market-becoming-the-new-normal-idUSKCN0SN00320151029>]
- Berger, “North Korea quietly reforming economy but denies change” [<https://news.yahoo.com/north-korea-reforming-economy-while-denying-change-050218630.html>]

WEEK 16: Final Week

Mon, 5/4: What's Next (LAST DAY OF CLASS)

- Jackson, "Why not bomb North Korea?: Theories, Risks, and Preventive Strikes"

FINAL RESEARCH PAPER IS DUE on FRIDAY, 5/8 at 8 PM

AEAK 422 (9378)/ RPOS 422Z (9379)
North Korea—History, Culture, Politics
Spring 2022
WF 4:30-5:50 PM
Credit Hours: 3 Credits
Location: Catskill 160

Instructor: Peter Banseok Kwon, Ph.D.

Office #: 518-442-4124

Office: Humanities 240

Email: pbkwon@albany.edu

Office Hours: Wed & Fri 1:00-2:45 PM. Please sign up using the Calendly link: <https://calendly.com/professorpkwon/office-hours> (If my regular office hours cannot accommodate you, please email me to set up an alternative appointment.)



I. COURSE DESCRIPTION AND GOALS

As one of the few truly isolated countries remaining in the world, the Democratic People's Republic of Korea (North Korea) is constantly making international headlines. This course is designed to provide an overview of North Korea's history, culture, politics, and international relations from its inception to the present day. We will explore the cult of the Kim family, North Korea's brand of communist ideology, how the nation was shaped by imperialism and Cold War, and why it continues to pursue nuclear weapons programs despite internal crisis. The course will also investigate questions such as:

- Why has the North Korean regime endured when many other totalitarian regimes have fallen?
- What is the North Korean ideology of *Juche* (self-reliance) and how has it affected national politics, the economy, and arts and culture in the country?
- How have North Korea's interactions with the US, Russia, China, Japan, and South Korea influenced and shaped its diplomacy and national security?
- Why does a humanitarian crisis persist in North Korea and what role has the international community played in mitigating this crisis?
- What are the prospects for the Korean unification and peace on the Korean peninsula?

The class uses English-language translations of all sources. No knowledge of Korean is required. There are no prerequisites.

Learning Objectives and General Education

LEARNING OBJECTIVES:

1. Students will be able to identify the major issues in the modern transformation of North Korea.

2. Students will be able to identify the outline and major periods in the history of North Korea.
3. Students will be able to identify major currents of politics, economy, culture, security, and international relations in North Korea.
4. Students will be able to analyze primary sources in translation.
5. Students will produce a research paper based on the analysis of these materials.

GENERAL EDUCATION INFORMATION:

This course fulfills the General Education category of **Challenges for the 21st Century**.

“The courses in the category of *Challenges for the 21st Century* address a variety of issues focusing on challenges and opportunities in such areas as cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, and others, and may include interdisciplinary approaches. Courses in this category will be expected to address the historical roots and contemporary manifestations of challenges that lie ahead as students move into the world beyond the University at Albany.” (see

<https://www.albany.edu/generaleducation/ua-category-challenges.php#:~:text=The%20courses%20in%20the%20category,and%20may%20include%20interdisciplinary%20approaches>).

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 recognize 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.

Courses meeting **Challenges for the 21st Century** enable students to demonstrate:

1. Knowledge and understanding of the historical roots, contemporary manifestations, and potential future courses of important challenges students may encounter as they move into the world beyond the university;
2. Familiarity with these challenges in areas such as cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, and/or others;
3. An integrated understanding of how challenges often affect individuals and societies simultaneously in many of these areas;
4. An appreciation for interdisciplinary approaches to understanding contemporary and future challenges.

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. Reading assignments must be completed before each class.

The course is designed as a seminar in which students write a research paper while discussing the research process with classmates and giving feedback on their projects.

Safety Procedure:

- Everyone—regardless of vaccination status—must wear masks indoors on campus, including in classrooms. Please see [COVID-19 Health & Safety webpage](#).

III. GRADING POLICIES

1. Class involvement (attendance and participation): 15%

- Students must attend class. Please inform the instructor in advance if you need to miss 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. If it is necessary to miss class for medical reasons, see the University at Albany Medical Excuse Policy: http://www.albany.edu/health_center/medicalexcuse.shtm. Students unable to attend class on certain days because of religious beliefs will be excused per NYS Law. See Section 224-A.
- Students must also actively participate to receive full credit for the course. NO computers, tablets or phones are to be used during class unless specifically required. Remove earphones and ear buds from your ears as well.

2. Discussion (15% of the course grade):

- Starting Week 3, I will assign 2 students every week to take on the role of **discussion leaders**. 24 hours prior to the beginning of class on Friday (no later than 6 PM on Thursday), these students shall each post a **critical analysis** of approximately 500 words about the weekly assigned readings on the course BLACKBOARD website (go to "Weekly Comments" and upload your analysis there).
- Critical analyses are not summaries but rather require discussion leaders to take a critical stance on issues that arise in the reading and analyze any interesting points and/or problems in the author's arguments. They may also address the weekly thematic questions in the syllabus. Below the analysis, these students shall pose at least 2 questions that can be discussed & debated in class.
- Discussion leaders will then give a 10-minute presentation to the class on Friday based on their analysis of the readings. Discussion leaders are expected to facilitate the discussion and engage with other students' responses. They should create the preconditions for a productive discussion in which the entire class can assess and evaluate the assigned readings.
- Students not leading the discussion that week must have read the analyses and questions posted on the Blackboard website prior to coming to class, thought about them, and prepared their own responses for active class discussion.
- Here are specific instructions on how to upload your weekly comments to Blackboard:
 1. Go to the course Blackboard page and click "Weekly Comments" tab on the left side of the page.
 2. Go to the corresponding week's reading comments folder (Example: For submission of your Week 10 comments, go to "Week 10 Reading Comments" folder)
 3. "Create a thread" (Please note that you will not be able to see the weekly comments uploaded by other students until you upload your own.).
 4. Type up your weekly comments.
 5. Click "submit" to upload your comments.

3. Policy Memo: 20%

- Policy Memo Topic & Group Members due in class on Friday, February 18

- Students in a group of 4 will be asked to write a policy memo (4-5 pages) to the US government that concisely introduces, outlines and then proposes the solution to a major problem and/or crisis in North Korea. For the instructions on how to write a **policy memo**, see “Writing Effective Policy Memos” (PDF): <https://tinyurl.com/clr8blm>
- Sample policy memos will be provided in class.
- In Weeks 7 and 9, each group will be asked to do a 20-minute presentation on their policy memo, which will be followed by the feedback from the instructor and class peers. Memo is due the day of the presentation.
- Each student will be asked to provide 1 page of constructive feedback on a presentation by a peer. While ungraded, these will be checked, and failure to submit on time will result in being docked the equivalent of one-third of a grade on the Policy Memo Assignment.

4. Research Project: 50%

- Research Topic = 5% (due by 11:59 PM on Wed, February 9)
 - Your research topic must be submitted in a hardcopy to the instructor at the beginning of class on Feb. 9 (WEEK 3). Include your research question, a tentative annotated bibliography of 3 sources (which should include at least one academic book/article), and at least 2-3 sentences explaining your topic and why you think it is worth researching. You are advised to consult with the instructor during office hours as you formulate your topic.
- Research Blog = 10% of the course grade (upload to Blackboard)
 - You will be asked to keep a blog to keep the instructor posted on your research progress. By the end of the semester, I will expect to see at least ten blog entries that detail your findings, any new materials you find, and the arguments you formulate.
- Research Proposal = 10% (due by 11:59 PM on Wed, March 2)
 - In Week 10 you will submit your official research proposal (3 pages; double-spaced), which includes a thesis on your topic. Your proposal should also include your preliminary findings and a list of primary/secondary sources and evidence (bibliography) to support your argument, proving the viability of your project. Your instructor will read your proposal and provide you with feedback.
- Final Research Paper =25% (due in class, Wed, May 4)
 - Your final paper (approximately 2,500 words) must be submitted in a hardcopy to the instructor at the beginning of class. Your final paper 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.
 - Please also email your final paper with file name, “yourlastname_EAK422.doc(x),” to the instructor.
 - Late papers will be docked the equivalent of one-third of a grade every 24 hours.

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

*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).

IV. ACCOMMODATIONS

- **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. STUDENT SUPPORT/COUNSELING

- As a student there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. The University at Albany Counseling and Psychological Services (CAPS) provides free, confidential services including individual and group psychological counseling and evaluation for emotional, social and academic concerns. Given the COVID pandemic, students may consult with CAPS staff remotely by telephone, email or Zoom appointments regarding issues that impact them or someone they care about. For questions or to make an appointment, call (518) 442-5800 or email consultation@albany.edu. Visit www.albany.edu/caps/ for hours of operation and additional information. If your life or someone else's life is in danger, please call 911. If you are in a crisis and need help right away, please call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255). Students dealing with heightened feelings of sadness or hopelessness, increased anxiety, or thoughts of suicide may also text "GOT5" to 741741 (Crisis Text Line).

VI. ACADEMIC INTEGRITY

- See University's Standards of Academic Integrity Policy, Fall 2013 http://www.albany.edu/undergraduate_bulletin/regulations.html
- Please note that **plagiarism** will result, at minimum, in a failing grade for the assignment, and possibly for the whole course. What is plagiarism? "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). Some examples of plagiarism include copying, paraphrasing, or summarizing without acknowledgment, submission of another student's work as one's own, the purchase/use 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. Students are responsible for understanding legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness." https://www.albany.edu/undergraduateeducation/academic_integrity.php

VII. READING MATERIALS

- All required readings are available via the course's Blackboard page.
- **Recommended:** Follow current events of North Korea by reading major English newspapers on Korea, including:
 - *NKNews.org* (News on North Korea) (<http://www.nknews.org/>)
 - *Daily North Korea* (<http://www.dailynk.com/english/>)
 - *38 North* (<https://www.38north.org/>)

COURSE SCHEDULE (ALL TOPICS & ITEMS SUBJECT TO CHANGE)

UAlbany Spring 2022 Academic Calendar:

<https://www.albany.edu/registrar/spring-2022-academic-calendar.php>

WEEK 1: Introduction

1/26: Course introduction

1/28: Introduction

- Young, "Why is North Korea called the DPRK?"
- North Korea Country Profile [<https://www.bbc.com/news/world-asia-pacific-15256929>]

WEEK 2: North Korea in the media

What are some misconceptions we have about North Korea?

2/2: Research Methodology

2/4: Stereotypes about North Korea. *Introduction of UAlbany Library sources by Dr. Yu-Hui Chen

- *Newsweek* cover story on Kim Jong Il, “Is Kim Jong Il a Bigger Threat than Saddam?” (Jan 13, 2003)
- F. Megaloudi, “A General, A 'Nap' and an Execution: How the Media Report on North Korea”

WEEK 3: National Memory of Trauma, Conflict and Incursion

What explains North Korea’s single-minded commitment to “self-reliance” and national sovereignty against foreign intrusions?

2/9: Imperialism, Colonialism, and National Division ***RESEARCH TOPIC & ANNOTATED**

BIBLIOGRSPHY DUE

2/11: North Korea under the Soviets, 1945-1948

- Lankov, *From Stalin to Kim Il Sung*, Ch. 1
- “Kim Il Sung and Chuch’e Thought in North Korea”
- Armstrong, “Korean History and Political Geography” [<https://asiasociety.org/education/korean-history-and-political-geography>]

WEEK 4: North Korea-US Relations

Where does North Korea’s belligerence toward the United States come from? What’s the history between North Korea and the United States?

2/16: The Korean War & the United States

2/18: Group sessions with instructor (sign-up sheet will be passed around for time slot) ***POLICY MEMO**

TOPIC & GROUP MEMBERS

- Young, “Before ‘Fire and Fury’: The role of Anger and Fear in US-North Korea Relations.”
- Armstrong, “The Destruction and Reconstruction of North Korea, 1950-1960” [<https://apjif.org/-Charles-K.-Armstrong/3460/article.html>]
- Hasan, “Why Do North Koreans Hate Us? One Reason — They Remember the Korean War” [<https://theintercept.com/2017/05/03/why-do-north-koreans-hate-us-one-reason-they-remember-the-korean-war/>]

WEEK 5: *Juche* (“self-reliance”) Ideology

*What are the main features and historical antecedents of North Korea’s *Juche* ideology? Is North Korea really a communist/Marxist-Leninist nation?*

2/23: What is *Juche*?

2/25: How Communist is North Korea?

- Song, “How Communist is North Korea?”
- Chung, “The Resurrection of Confucianism in North Korea”
- Beauchamp, “*Juche*, the state ideology that makes North Koreans revere Kim Jong Un, explained” [<https://www.vox.com/world/2018/6/18/17441296/north-korea-propaganda-ideology-juche>]

WEEK 6: North Korean Propaganda

How has the state propaganda permeated North Korean society and culture?

3/2: North Korea – State of Mind (film screening) ***RESEARCH PROPOSAL DUE**

3/4: North Korea - State of Mind

- Guven, “The *Juche* System and the DPR Korea Media as Official Mouthpiece of the Kim Family”
- Fifield, “North Korea begins brainwashing children in cult of the Kims as early as kindergarten”

WEEK 7: POLICY MEMO PRESENTATIONS I *POLICY MEMOS DUE****

3/9: Presentation & Feedback (Groups 1 and 2)

3/11: Presentation & Feedback (Group 2 and 3)

WEEK 8: SPRING BREAK (March 12-March 18)

3/16: No class

3/18: No class

WEEK 9: POLICY MEMO PRESENTATIONS II *POLICY MEMOS DUE

3/23: Presentations & Feedback (Groups 4 and 5)

3/25: Presentations & Feedback (Groups 6 and 7)

WEEK 10: Regime Crisis and International Isolation

What international changes in the post-Cold War era contributed to the transformation of North Korea under the new Kim Jong Il regime? Why did North Korea become so isolated?

3/30: Collapse of the Soviet Bloc / Famine in the 1990s

4/1: Crises in the Northern System

- Robinson, “Going alone”
- Jeon, “Kim Jong Il Regime’s Military First Politics”
- Kimura, “The Origins of North Korea’s Economic Crisis” [<http://www.ier.hit-u.ac.jp/COE/Japanese/Newsletter/No.6.english/KIMURA.html>]
- “Remembering North Korea’s Chollima Movement” [<https://www.nknews.org/2014/09/remembering-north-koreas-chollima-movement/>]

WEEK 11: Humanitarian Crisis

How are the causes behind the humanitarian crisis in North Korea? How should we deal with it? What should the response of other nations be with regards to North Korea?

4/6: State Control and Surveillance *in-class screening of *North Korea: State of Mind*

4/8: North Korean defectors

- Lankov, Kwak, and Cho, “The Organizational Life: Daily Surveillance and Daily Resistance in North Korea”
- Human Rights Watch, “World Report 2021-North Korea” [<https://www.hrw.org/world-report/2021/country-chapters/north-korea>]
- Chung, “A Comparative Study on Everyday Life of South Koreans and North Korean Defectors”

WEEK 12: North Korea’s relations with China, Japan, and Russia

How have North Korea’s relations with China, Japan, and Russia evolved since the Cold War?

4/13: North Korea-China Relations

4/15: North Korea Relations with Japan and Russia

- Szalontai, “How, and why, China and North Korea have drifted apart”
- June, “Dealing with a Sore Lip: Parsing China’s “Recalculation” of North Korea Policy” [<https://www.38north.org/2013/03/jjun032913/>]
- Kim, “Russian-North Korean relations since the Korean War”
- Lee, “Japan’s North Korean Diaspora”

WEEK 13: North Korea’s Militarization

Why does this impoverished nation maintain the world’s fourth largest army, while staging a standoff against the world’s greatest superpower, the US? Why does the North Korean regime feel the need to develop nuclear missiles? What are the effects of North Korea’s cybersecurity infiltrations on international security?

4/20: Military Parades & Mass Games

4/22: North Korea’s Nuclear Development & Cyberattacks

- Szalontai and Radchenko, “North Korea’s Efforts to acquire Nuclear technology and Nuclear weapons”
- Panda and Narang, “Why is North Korea testing missiles again?” [<https://www.foreignaffairs.com/articles/north-korea/2019-05-16/why-north-korea-testing-missiles-again>]
- Armstrong, “Thinking beyond denuclearisation at the Trump–Kim summit”

- Hwang and Choi, “North Korean Cyber Attacks and Policy Responses”
[<https://vc.bridgew.edu/cgi/viewcontent.cgi?article=1103&context=ijcic>].

WEEK 14: Inter-Korea Relations

How has North Korea’s relationship with South Korea evolved since the Cold War? What are the biggest obstacles to Korean reunification? What are the prospects for reunification and peace on the Korean peninsula? How would reunification benefit East Asia and the world?

4/27: South Korea’s Reproachment with North Korea

4/29: Reunification

- Armstrong, "Inter-Korean Relations in Historical Perspective"
- Lee, “Is a unified Korea possible?”
- Kelly, “The German Korean Unification Parallel”

WEEK 15: Opening and Closing of Possibilities/Reunification

What are some of the recent reforms initiated by the North Korean regime? Have they been successful?

5/4 (LAST DAY OF CLASS): North Korea’s Reforms * **FINAL RESEARCH PAPER DUE IN CLASS**

- Szalontai and Choi, “The Prospects of Economic Reform in North Korea: Comparisons with China, Vietnam, Yugoslavia”
- Berger, “North Korea quietly reforming economy but denies change”

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	30	0	30	30
2	30	0	30	30
3	30	0	30	30
4	30	0	30	30
5	30	0	30	30

Section 3: Program Information

- a) **Term length** (in weeks) for the distance program:

15 weeks

- b) Is this the same as term length for classroom program? [] No [X] Yes

- c) How much "**instructional time**" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) **NOTE:** See [SUNY policy on credit/contact hours](#) and [SED guidance](#).

50 minutes

- d) What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program online? If not, what proportion will be able to be completed online?

Over 50% on the program will be offered online depending on each semester, but at this time we don't expect to offer 100% online in the near future.

- e) What is the maximum number of students who would be enrolled in an online course section?

40

Part A: Institution-wide Issues: Submit Part A only for the **first** Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed online program, **unless there are significant changes, such as a new platform.**

Part A.1. Organizational Commitment

- a) Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student's identity will be verified.
- b) Describe your institution's resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?

- c) Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for online education.
- d) If your institution uses courses or academic support services from *another provider*, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.
- e) Does your institution have a clear *policy on ownership of course materials* developed for its distance education courses? How is this policy shared with faculty and staff? **NOTE:** You may refer to [SUNY's statement on copyright and faculty ownership of instructional content](#), and/or faculty contract provisions.

Part A.2. Learner Support

- a) Describe how your institution provides distance students with *clear information* on:
 - Program completion requirements
 - The nature of the learning experience
 - Any specific student background, knowledge, or technical skills needed
 - Expectations of student participation and learning
 - The nature of interactions among faculty and students in the courses.
 - Any technical equipment or software required or recommended.
- b) Describe how your institution provides distance learners with adequate *academic and administrative support*, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?
- c) Describe how *administrative processes* such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.
- d) What *orientation* opportunities and resources are available for students of distance learning?

Part B: Program-Specific Issues: Submit Part B for each new request to add Distance Education Format to a proposed or registered program.

Part B.1. Learning Design

- a) How does your institution ensure that the *same academic standards and requirements* are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

The requirements for both in-person and on-line programs are identical. These are approved (and periodically reviewed) by the Department's Undergraduate Studies Committee. Any changes are adopted by the Department faculty according to its bylaws and then forwarded to the relevant campus committees for approval.

Course approvals follow the same procedure (from consideration by the Undergraduate Studies Committee through campus approval). Once included in the Department's requirements, instructional staff are assigned based on academic qualifications. Furthermore, the Department collects syllabi for every term a course is taught.

Finally, all courses are periodically included in the Department's Student Learning Outcome assessment program.

- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

Yes.

- c) How do faculty and others ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

Broad latitude is given to instructors to evaluate and adopt instructional technologies appropriate in their fields of expertise. Nevertheless, the Department faculty makes use of the basic platforms and programs that SUNY and the University at Albany have adopted for system and campus use respectively. Faculty are able to use Learning Management System provided by the University to manage the course. The system allows for discussion posts, video posts with comments, article posts, messaging between the student and faculty, submission of work, and even Zoom links. The University provides Zoom so students and faculty can have a lecture format if the faculty chooses. The faculty member can also use Zoom to record a lecture or messages. Zoom is also able to be used for meetings between students or students and faculty. All technological dimensions of individual courses are clearly described on course syllabi.

- d) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

All students who have declared a major of one of our department programs are assigned to an individual faculty advisor. The advisor provides guidance on program options, course selection, and administrative procedures. In addition, all instructors are required to have open consultation hours (the online equivalent of "office hours") to provide students the opportunity to discuss course subject matter or process issues. Students and faculty may use Zoom to meet for office hours, for tutoring, for group work, or studying sessions, including language practice. Students also are able to email their professors and faculty advisors, as well as call them should they so wish. Faculty use email frequently to respond to student inquiries.

- e) How do faculty teaching online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

The University at Albany utilizes two layers of authorization and authentication for students who participate in online learning. Students are required to establish an account and to log in to the University password protected domain using the NETID protocol and must also log into the BLS Learning Management System using their university credentials. Blackboard also uses Safe Assign as a tool to monitor the completion of certain tasks within the LMS environment.

Part B.2. Outcomes and Assessment

- a) Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

The Department's full-time faculty has responsibility for determining the program learning outcomes. These are reviewed annually by a committee within the department. The program outcomes apply to all students receiving degrees in the program. Their manifestation in individual courses is described in course syllabi, which all students receive at the beginning of the term in which they are enrolled. Such syllabi are kept on file in the Department for annual review.

- b) Describe how the **means chosen for assessing student learning** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

The program has two components which require different assessment mechanisms.

First, the language instruction sequence requires that students demonstrate level-appropriate proficiency in the target language. This is done through a combination of examinations and performative exercises. The instructors periodically review technological options for undertaking proficiency assessments. Faculty also do one on one conversations with students to assess conversational abilities, this will be done through Zoom for online courses.

The second component is the cultural knowledge component. Assessment in these courses is a combination of determining student grasp of the specifics of cultural information (historical events, religious ideas, geographical knowledge, etc.) and the ability to interpret the significance of this information. Instructors use a combination of short-form examinations and extended writing projects to ensure that students in the program have attained the required knowledge. Students submit papers through the learning management system, they also use discussion boards through the same software to communicate via writing to each other's responses.

Part B.3. Program Evaluation

- a) What process is in place to monitor and **evaluate the effectiveness** of this particular distance education program on a regular basis?

The distance education program is held to the same standard as the in-person program. That requires annual assessment of courses to ensure that the program's components are meeting the standards for instructional effectiveness. In addition, the program itself is continually monitored by the Department's Undergraduate Studies Committee to ensure that its design and delivery correspond to its learning objectives. Finally, the Department chair reviews course teaching evaluations of all instructors to determine student perceptions of the program and its courses. If courses need to have additional components to ensure learning outcomes are being met, the Chair and the committee inform professor(s) teaching the course(s) and syllabi are updated prior to the start of the semester.

- b) How will the evaluation results will be used for **continuous program improvement**?

The Department faculty meets annually to review the state of its programs. Information from the Undergraduate Studies Committee, course syllabi, student evaluations of instructors, as well as the chair's perspective on instructor effectiveness are considered during the review. If changes are needed, the chair and committee discuss needed changes with the instructor(s) teaching the course(s).

- c) How will the evaluation process assure that the **program results in learning outcomes appropriate to the rigor and breadth** of the college degree or certificate awarded?

The department holds instructors to the standards set by the University in terms of expectations of appropriate rigor and breadth. Individual instructors will be notified when the Department perceives a problem that appears during its annual outcome assessments. In addition, more systemic problems will be addressed during the Department's periodic program reviews.

Part B.4. Students Residing Outside New York State

SUNY programs must comply with all ["authorization to operate" regulations](#) that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state's definitions.

- a) What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

The Department relies on the University at Albany Office of Admissions and Office of the Registrar to ensure that all students comply with residence requirements. The Department has been informed of the following regulatory framework:

“The State Authorization Reciprocity Agreement (SARA) process allows the University at Albany to deliver our online programs in states outside New York. SARA is a voluntary agreement among its member states and U.S. territories that establishes one set of national standards and regulations for offering postsecondary distance education courses and programs. This agreement is administered by four regional educational compacts and overseen by the National Council for State Authorization Reciprocity Agreements (NC-SARA). New York is a member of SARA and the University at Albany is an approved SARA institution. We adhere to the established SARA standards for offering online education among member states, districts and territories.”

- b) Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student’s state of residency and any other relevant state official or agency that would appropriately handle a student’s complaint. What is the URL on your institution’s website where contact information for filing complaints for students in this program is posted?

The Department has been informed of the following information:

<https://www.albany.edu/online/non-nys-residents.php>

Complaint Resolution for Online Out-of-State Students:

Students who reside outside of New York State and who are enrolled in online courses or programs at the University at Albany may submit a grievance to the New York State Education Department only after completing the complaint process established by UAlbany.

- [Academic Grievance Procedure for Graduate Students](#)
- [Academic Grievance Procedure for Undergraduate Students](#)

If a student is unable to resolve a complaint through the proper institutional process, they may contact the New York State Education Department to file a complaint:

Office of College and University Evaluation
New York State Education Department
89 Washington Avenue
Albany, NY 12234
518-474-1551
IHEauthorize@nysed.gov