

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 Chinese 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: Chinese Studies
	SED Program Code : 79286
	Award(s) (e.g., A.A., B.S.): B.A.
	Number of Required Credits: Minimum [120] If tracks or options, largest minimum []
	HEGIS Code : 1107
	CIP 2010 Code : 05.0123
	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 and Reason for Change:

Proposed Changes:

- Expansion of required credit load from 34 credits to 40 credits.
- First-year Chinese language courses (AEAC101 and AEAC102) will now be counted within major language 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 methods course (AEAS305) and an upper-division Research Capstone course (AEAS490).

Justification:

The new requirements are designed to accomplish three intellectual goals: (1) ensure students achieve both Chinese language proficiency and gain greater expertise in Chinese 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.

- 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.

1990 Chinese Studies B.A. Requirements:	2023 Proposed Changes to Chinese Studies B.A. Requirements:
35 credits:	40 Credits:
Minimum of 14 cr. in Chinese language courses above CHI 102Y:	Required 22 Credits of Chinese Language Courses:
	AEAC 101 – Elementary Chinese I (4)
	AEAC 102 – Elementary Chinese II (4)
CHI 200Y – Intermediate Chinese I (3)	Course Removed
CHI 201Y – Intermediate Chinese I (4)	AEAC 201 – Intermediate Chinese I (4)
CHI 202Y – Intermediate Chinese II (4)	AEAC 202 – Intermediate Chinese II (4)
CHI 300A and B – Intermediate Conversation and Composition (3,3)	Courses Removed, Content in AEAC 301 & 302
	AEAC 301 – Advanced Chinese I (3)
	AEAC 302 – Advanced Chinese II (3)
	Research Course Requirements (6 Credits):
	AEAS 305 – East Asian Studies Research Methods (3)
	AEAS 490 – East Asian Studies Research Capstone (3)
Required courses:	Chinese History Requirement (6 Credits):
CHI 170W – China: Its Culture and Heritage (3)	Course removed from options due to being a lower-division course
HIS 379W – History of China I (3)	AEAC 379 – History of Premodern China (3)
HIS 380W – History of China II (3)	AEAC 380 – History of Modern China (3)
6 cr. from the following:	Requirement eliminated.
CHI 210L – Survey of Classical Chinese Literature in Translation I (3)	Course removed
CHI 211L – Survey of Classical Chinese Literature in Translation II (3)	Course removed
CHI 212L – Modern Chinese Literature in Translation (3)	Course removed
CHI 389 – Topics in Chinese Literature and Culture (2-3)	Course removed
6 credits of elective courses from the following list:	Upper-Division (300-499) Electives: 6 credits from any of AEAS or AEAC Courses:
	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)
	AEAC 379 – History of Premodern China (3)
CHI 160J – China: People and Places in the Land of One Billion (3) – writing intensive	Course removed from options due to being a lower-division course
CHI 160W – China: People and Places in the Land of One Billion (3)	Course removed from options due to being a lower-division course
CHI 199W – Introduction to the I-ching (3)	Course removed from options due to being a lower-division course
CHI 220 – Chinese Calligraphy (3)	Course removed from options due to being a lower-division course

CHI 290 – Ideology and Reality in Contemporary China (2-3)	Course removed from options due to being a lower-division course
CHI 344W – Chinese Philosophies (3)	Course removed from options due to being a lower-division course
CHI 389 – Topics in Chinese Literature and Culture (2-3)	AEAC 389 – Topics in Chinese Literature, History, and Culture (3)
CHI 410 – Readings in Vernacular Literature (3)	Course Removed
	AEAC 414 – Classical Chinese I (3)
	AEAS 321 Exploring the Multicultural City (3)
	AEAS 389 Topics in East Asian Literature, History, and Culture (3)
	AEAS 357 – Zen Buddhism (3)
	AEAS 450 Readings in Buddhist Texts (3)
CHI 470Z - Urbanization in China (3)	Course Removed
CHI 497 – Independent Study in Chinese (1-6)	Course not specifically required.
POS 373W – Government and Politics in the People’s Republic of China (3)	Course cross listed as EAC 373 (see above)
POS 376W – The Foreign Policy of the People’s Republic of China (3)	Course Removed
SOC 343W – Chinese Society and Social Thought (3)	Course Removed

- 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 attached 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 for the implementation of these changes. There are three reasons for this:

1. The Department’s faculty has expanded since the 1990 requirements were approved. It has the capacity to offer the number of courses required with current full-time and part-time staffing.
2. While the Department faculty members with a specific research focus on China is the same as in 1990, other faculty members with cognate expertise (both within the Department and in other departments) have been added to the staff in a way that enhances the courses available to Chinese Studies majors.
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% of 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						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Prerequisite(s)
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: Chinese Studies B.A.

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)

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: See KEY.								Term 2: 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	4	FL	4	4		X		AEAC 102 – Elementary Chinese II	4	FL	4	4		X	AEAC 101
UUNI 110 – Writing and Critical Inquiry	3	BC	3					General Education: Humanities	3	HU	3				
General Education: Mathematics	3	MS	3					General Education: American History	3	AH	3				
General Education: Art	3	AR						General Education: Natural Science	3	NS	3				
Free Elective	3							Free Elective	3						
Term credit totals:	16	14	10	4				Term credit totals:	16	14	13	4			
Term 3: See KEY.								Term 4: 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	4	FL	4	4			AEAC 102	AEAC 202 – Intermediate Chinese II	4	FL	4	4			AEAC 201
AEAC 379 – Premodern History of China	3	OW	3	3				AEAC 380 Modern History of China	3	OW	3	3			
General Education: Social Sciences	3	SS	3					CHI Upper-level Elective (EAC or EAS) (1 of 2)	3		3	3		Most are New	
General Education: Diversity	3	DV	3					LAS Elective	3		3				
Free Elective	3							Free elective	3						
Term credit totals:	13	13	13	7				Term credit totals:	16	7	13	10			
Term 5: See KEY.								Term 6: 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 301 – Advanced Chinese I	3	FL	3	3		X	AEAC 202	AEAC 302 – Advanced Chinese II	3	FL	3	3		X	AEAC 301
CHI Upper-level Elective (EAC or EAS) (2 of 2)	3		3	3		Most are New		AEAC 305 – East Asian Studies Research Methods	3		3	3		X	AEAC 102 or full year of Chinese
LAS Elective	3		3					LAS Elective	3		3				
LAS Elective	3		3					LAS Elective	3		3				
Free Elective	3							Upper Division Free Elective	3						
Term credit totals:	15	3	12	6				Term credit totals:	15	3	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
AEAS 490 – East Asian Studies Research Capstone	3		3	3			AEAS 305	Upper Level LAS Elective	3		3			X	
LAS Elective	3		3					Upper Level LAS Elective	3		3				
Upper Level LAS Elective	3		3					Upper Level LAS Elective	3		3				

Upper Level Free Elective	3							Upper Level Free Elective	3						
Free Elective	3							Free Elective	3						
Term credit totals:	15		9	3				Term credit totals:	15		9				

Program Totals (in credits):	Total Credits: 121	SUNY GER: 54	LAS: 91	Major: 40	Elective & Other: 57	Upper Division: 45	Upper Division Major: 24	Number of SUNY GER Categories:
								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)	(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.
PART 1. Full-Time Faculty					
CHEN, Fan-Pen Associate Professor	100	AEAC301 Advanced Chinese I; AEAC302 Advanced Chinese II; 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; AEAC414 Classical Chinese I; AEAC389 Topics in Chinese Literature, History, and Culture; AEAS305 East Asian Studies Research Methods; AEAS490 East Asian Studies Capstone	Ph.D. Harvard University	East Asian Languages and Civilizations	
PROFFITT, Aaron Associate Professor	40	AEAS 357 Zen Buddhism, AEAS389 Topics in East Asian History, Literature, and Culture; AEAS450	Ph.D. University of Michigan, Ann Arbor	Buddhist Studies	

(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.
		Readings in Buddhist Texts			
WANG, Fang Part-line Lecturer	100	AEAC101 Elementary Chinese I; AEAC102 Elementary Chinese II; AEAC201 Intermediate Chinese I; AEAC202 Intermediate Chinese II	M.S. University at Albany	Curriculum Development and Instructional Technology (CDIT)	
CHEN, Cheng Professor	20	AEAC373 Government and Politics in the People's Republic of China	Ph.D. University of Pennsylvania	Political Science	
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					
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.)					

(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.

Chinese Studies Syllabi:

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 379 – History of Premodern China
AEAC 389 – Topics in Chinese Literature, History, and Culture

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

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

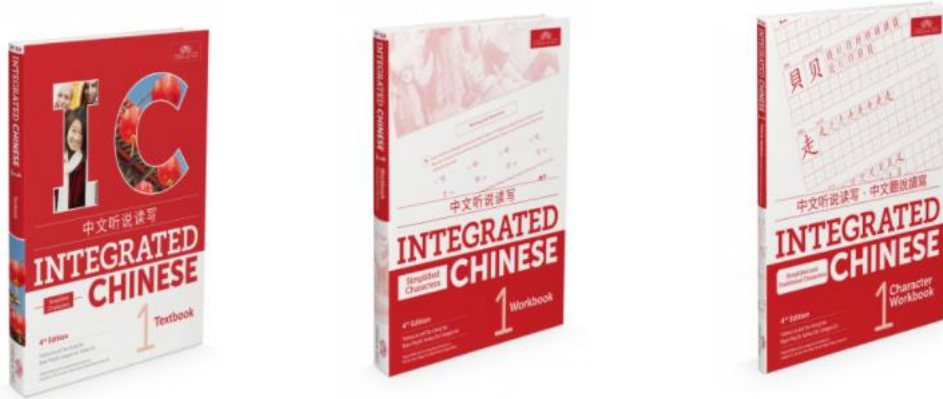
Integrated Chinese, Volume 1, Textbook, 4th Edition (Simplified) 中文听说读写 Paperback
ISBN: 9781622911356.

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.

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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.

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Campus Center 130
Phone: (518) 442-5490
Fax: (518) 442-5400

TECHNICAL ASSISTANCE

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- **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

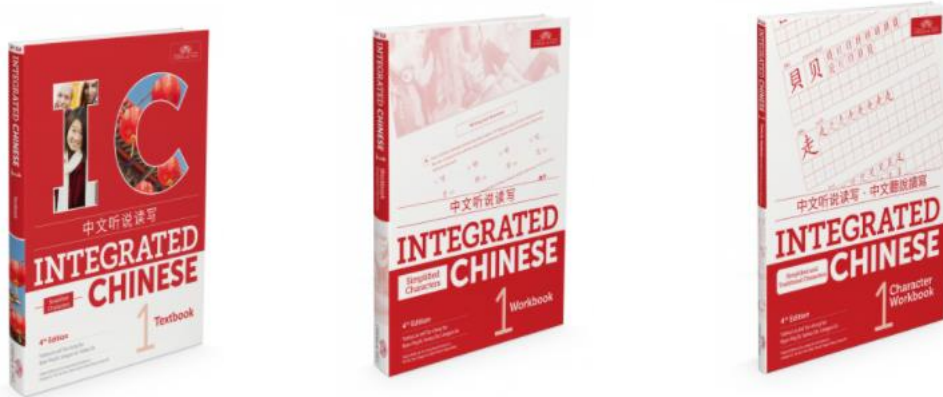
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HOW YOU WILL BE EVALUATED

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
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D+	67	69
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Classroom etiquette is essential.

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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.

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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=https://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 379 (7959) / HIS 379 (7960)
History of Premodern China (3 credits)
Fall 2022

Meets TTh 12:00 - 1:20 p.m. in LC-3C.

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 survey of China's historical development from prehistory to the founding of the Ming Dynasty in the fourteenth century. We will concern ourselves especially with the transformation of Chinese social structure over time, the relations between the state and the social elite, and the relationship between China's intellectual, political, and social histories. No Prerequisites.

Course Objectives:

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

- Demonstrate familiarity with the major events in Chinese history up to the 14th century.
- Formulate reasoned arguments about historical processes in premodern Chinese history.
- Evaluate scholarly research articles relating to a topic of their own choosing in premodern Chinese history.
- 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):

Roberts, J.A.G. *A History of China*. 3rd ed. London: Bloomsbury Publishing, 2011. ISBN-13: 9780230249844 (for purchase from Perusall via the Blackboard shell)

Hong Mai. *Record of the Listener: Selected Stories from Hong Mai's Yijian zhi*. Translated by Cong Ellen Zhang. Indianapolis, IN: Hackett Publishing Company, Inc., 2018. (for purchase from Perusall via the Blackboard shell)

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

Requirements:

Midterm Examination	20%
Seven-page Research Review Essay	35%
Final Examination	25%
Perusall Annotations	15%
Class Engagement	5%

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.

Research Review Essay:

Each student will define a topic of interest in premodern Chinese history, select **three (3) academic articles** not assigned in class related to that topic, and write a **seven (7) page analysis** of those articles. 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. In addition to classes with lectures, the schedule also includes discussions. Active participation in all of these is an important gauge of your engagement with 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
8/23 (T)	Geographical and Methodological Orientations	
8/25 (Th)	Neolithic Cultures in China	Roberts, <i>History</i> , front matter plus pp.1-11.
8/30 (T)	Legends and Archaeology in the Origins of the Chinese State: The Xia, Shang, and Western Zhou Dynasties	Keightley, "Early Civilization in China: Reflections on How It Became Chinese," in Paul Ropp, ed. <i>Heritage of China: Contemporary Perspectives on Chinese Civilization</i> (Berkeley: University of California Press, 1990), pp.15-54.
9/1 (Th)	Social, Economic, and Political Changes: The Spring and Autumn and Warring States Periods	Roberts, pp. 11-19.
9/6 (T)	Orientation for Research Review Essays Confucius and his Followers	Chinese Philosophy I: Lau, <i>Analects</i> selections. Lau, <i>Mencius</i> selections. Watson, <i>Hsün Tzu</i> selections.
9/8 (Th)	The Hundred Schools	Chinese Philosophy II: Lau, <i>Tao Te Ching</i> selections. Watson, <i>Chuang Tzu</i> selections. Watson, <i>Mo Tzu</i> selections.
9/13 (T)	Transition to Empire: The Qin and Han dynasties	Roberts, pp.20-34. Watson, <i>Han Fei tzu</i> selections.
9/15 (Th)	Discussion: The Hundred Schools of Thought	Chinese Philosophy I and II readings.
9/20 (T)	The Evolving Imperial State: The Reign of Han Wudi	Di Cosmo, Nicola. "Han Frontiers: Toward an Integrated View." <i>Journal of the American Oriental Society</i> 129. 2 (2009): 199-214

9/22 (Th)	The Eastern Han and the Rise of Magnate Society	Roberts, pp. 35-40.
9/27 (T)	Discussion: Political Ideology in the Han Period	Loewe, Michael. "Confucian' Values and Practices in Han China." <i>T'oung Pao</i> 98.1-3 (2012): 1-30.
9/29 (Th)	Cultural Crisis and Aristocratic Society	Roberts, pp. 41-47. Laurence Thompson, "Three Ways of Ultimate Transformation: (1) Taoist Tradition," in <i>Chinese Religion: An Introduction</i> , 4 th ed., pp.89-104.
10/4 (T)	Buddhism and its Arrival in China	Edward Conze, <i>Buddhist Scriptures</i> excerpts.
10/6 (Th)	Discussion: Buddhism in Medieval China	Victor H. Mair, tr. "Transformation Text on Mahāmaudgalyāyana Rescuing His Mother from the Underworld, with Pictures, One Scroll, with Preface." In <i>The Shorter Columbia Anthology of Traditional Chinese Literature</i> , pp.607-642.
10/11 (T)	HOLIDAY	
10/13 (Th)	MIDTERM	
10/18 (T)	Political Innovation and the Sui Unification	Roberts, pp. 47-51. Chittick, Andrew. "Competitive Spectacle during China's Northern and Southern Dynasties: With Particular Emphasis on 'Dragon' Boat Racing." <i>Asia Major</i> 3 rd Series. 23.1 (2010): 65-85.
10/20 (Th)	The Tang Imperial System: Consolidation and Expansion	Roberts, pp. 51-68. Research Review Essay Proposal due.
10/25 (T)	The An Lushan Rebellion and Decentralization in the Late Tang	Roberts, pp. 68-77. David Graff, "The Price of Professionalism," <i>Medieval Chinese Warfare, 300-900</i> , pp.205-226.

10/27 (Th)	Discussion: Medieval Poetic Culture	Stephen Owen, "Transparencies: Reading the Chinese Lyric," in <i>Traditional Chinese Poetry and Poetics: Omen of the World</i> , pp.56-77. Tang Poetry Selections (with Biographical Sketches) Bo Ju-yi, "Song of Lasting Pain" and Chen Hong, "An Account to Go with the 'Song of Lasting Pain': Stephen Owen, <i>Anthology of Chinese Literature</i> , pp. 441-52.
11/1 (T)	The Medieval Commercial Revolution	Roberts, pp. 78-93.
11/3 (Th)	NO CLASS	Video Assignment: "Secrets of Lost Empires II: China Bridge" (Link on Blackboard) Research Review Essay Work
11/8 (T)	The Southern Song Dynasty and the Transformation of Local Society	Roberts, pp. 93-102. Robert Foster, "Yue Fei, 1103-1141," in Hammond, <i>The Human Tradition in Premodern China</i> , pp.93-110.
11/10 (Th)	Gender in Medieval China	Patricia Ebrey, "Women, Marriage, and the Family in Chinese History," in Ropp, pp.197-223.
11/15 (T)	The Neo-Confucian Challenge	Hong Mai. <i>Record of the Listener: Selected Stories from Hong Mai's Yijian zhi</i> , Part I (xi—xliii and 3—38). Use reading instructions to guide your reading of the <i>Record of the Listener</i> .
11/17 (Th)	Discussion: <i>Record of the Listener</i> and Song-era Society	Hong Mai. <i>Record of the Listener</i> , Part II (39—107).

11/22 (T)	The Mongols: The Unprecedented Empire	Roberts, pp. 102-114. Joseph Fletcher, "The Mongols: Ecological and Social Perspectives," <i>Harvard Journal of Asiatic Studies</i> , Vol. 46, No. 1. (1986), pp. 11-50.
11/24 (Th)	HOLIDAY	
11/29 (T)	Discussion: Yuan Drama	Selection from <i>Six Yuan Plays</i> : "Autumn in the Palace of Han." RESEARCH REVIEW ESSAY DUE
12/1 (Th)	REVIEW	

FINAL EXAMINATION: Saturday, December 10, 2022, 1:00–3:00 p.m. in LC-3C

General Education Courses:

This course fulfills the University's International Perspectives General Education requirement.

International Perspectives courses enable students to demonstrate:

- a knowledge and understanding of the history, cultures and/or traditions of any region, nation, or society beyond the United States; and how that region, nation, or society relates to other regions of the world.

and at least one of the following:

- an understanding of the variety of cultures, societies, and countries that make up the region studied.
- an understanding of a region or culture from the perspective of its people(s).
- an ability to analyze and contextualize cultural and historical materials relevant to a region.
- an ability to locate and identify distinctive geographical features of a region.
- an understanding of the reciprocal interactions between individuals and global systems.
- an ability to use the analytic tools of a specific discipline to engage in comparative and/or historical analyses of cultures, nations, and regions.
- an understanding of the economic, political, historical, and cultural relationships between different world regions resulting from contact, interaction, and/or influence.

For more details on the International Perspectives category, see:

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

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

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

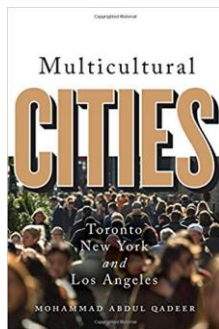
Prerequisites: N/A

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.

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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

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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	




Distance Education Format Proposal For A Proposed or Registered Program

Form 4
Version 2014-11-17

When a new or existing program is designed for a [distance education format](#), a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at program.review@suny.edu. According to MSCHE, the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

- All campuses must complete the following sections: Sections 1 - 3, and Part B: Program Specific Issues.
- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Section 1. General Information		
a) Institutional Information	Institution's 6-digit SED Code :	210500
	Institution's Name:	University at Albany
	Address:	1400 Washington Avenue, Albany, NY 12222
b) Registered or Proposed Program	Program Title:	Chinese Studies
	SED Program Code	79286
	Award(s) (e.g., A.A., B.S.):	B.A.
	Number of Required Credits:	Minimum [120] If tracks or options, largest minimum [120]
	HEGIS Code :	1107
	CIP 2010 Code :	05.0123
c) Distance Education Contact	Name and title: Billie Bennett Franchini, Ph.D., Director of the Institute for Teaching, Learning, and Academic Leadership and Interim Director of Online Teaching and Learning	
	Telephone: (518) 442-4850	E-mail: bfranchini@albany.edu
d) 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 Provost for Academic Affairs & Provost	
	Signature and date:	 April 25, 2023
	If the program will be registered jointly¹ 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 If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	5	0	5	5
2	5	0	5	5
3	5	0	5	5
4	5	0	5	5
5	5	0	5	5

Section 3: Program Information

- a) *Term length* (in weeks) for the distance program: 15
- 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



ALBANY LAW SCHOOL

80 NEW SCOTLAND AVENUE, ALBANY, NEW YORK 12208-3494

TEL: 518-445-2311 FAX: 518-445-2315 WWW.ALBANYLAW.EDU

July 2, 2021

Shadi Shahedipour-Sandvik, Ph.D.
Provost-in-Charge
State University of New York
System Administration
State University Plaza
Albany, NY 12246

Dear Dr. Shahedipour-Sandvik,

Albany Law School and the University at Albany have a long and established partnership, working together for decades to ensure that the students of the Capital District have access to quality education and can attain their career objectives. Years ago, we worked together to create combination degrees that linked many of the University at Albany's undergraduate degrees to our JD program. This partnership has been successful and continues to this day.

As the University at Albany has updated several of their bachelor programs, we would like to continue this valued partnership and update the degrees that are connected to our JD program. At this time, please accept this letter as agreement from Albany Law School that the updates made to the following programs are acceptable to us and that the combination programs listed on the attached list may be updated appropriately.

Sincerely,

Connie Mayer
Associate Dean for Academic Affairs
Raymond and Ella Smith Distinguished Professor of Law



ALBANY LAW SCHOOL

80 New Scotland Ave | Albany, NY 12208

P: 518.445.2393 | F: 518.445.3281

E-mail: cmaye@albanylaw.edu

Program Code:	Degree Title:	HEGIS:	Degree:
89216	Anthropology	2202	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89227	Atmospheric Science	1913	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89187	Biology	0401	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89211	Chemistry	1905	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89215	Criminal Justice	2105	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89218	Economics	2204	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89217	Economics	2204	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89220	History	2205	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89184	Latin American, Caribbean & US Latino Studies	0308	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89194	Music	1005	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89210	Physics	1902	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD

89222	Political Science	2207	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89213	Psychology	2001	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89223	Sociology	2208	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD

*Additional Degrees Added with approval from Albany Law.

Program Code:	Degree Title:	HEGIS:	Degree:
89235	Accounting	0502	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89224	Africana Studies	2211	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89193	Art	1002	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89188	Biology	0401	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89189	Business Administration	0506	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89201	Chinese Studies	1107	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89206	Communication	0601	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD

89192	Computer Science	0701	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89204	English	1501	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89221	Geography	2206	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89205	Linguistics	1505	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89208	Mathematics	1701	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89209	Mathematics	1701	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89194	Music	1005	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89207	Philosophy	1509	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89214	Public Policy and Management	2102	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89235	Social Welfare	2104	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89199	Spanish	1105	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD

89195	Theatre	1007	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD