

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 Japanese 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@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, <sup>1</sup> 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)	Institution's 6-digit SED Code:	210500								
Institutional Information	Institution's Name:	ne: University at Albany								
	Address:	1400 Washington Avenue, Albany, NY 12222								
b) Program	List each campus where the entir campus 6-digit <u>SED Code</u> ):	re program will be offered (with each institutional or branch								
Locations	List the name and address of <u>off-campus locations</u> (i.e., <u>extension sites or extension centers</u> ) where courses will offered, <b>or check here</b> [X] <b>if not applicable</b> :									
<b>c</b> )	Program Title:	Japanese Studies								
Registered Program to be	SED Program Code	31501								
Changed	<u>Award(s)</u> (e.g., A.A., B.S.):	B.A.								
	Number of Required Credits:	Minimum [ 120 ] If tracks or options, largest minimum [ ]								
	HEGIS Code:	1108								
	<u>CIP 2010 Code</u> :	16.0302								
	Effective Date of Change:	Fall 2023								
	Effective Date of Completion <sup>2</sup>	Spring 2027								
d) Campus Contact	Name and title: Kaitlyn Beachne Telephone and email: 518-422-3	r-Richards, Staff Associate for Undergraduate Academic Programs 941 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 jointly <sup>3</sup> 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 part approval of this proposal):	ner institution's CEO (or <b>append</b> a signed letter indicating								

<sup>&</sup>lt;sup>1</sup> To propose changes that would create a new program, Form 3B, <u>Creating a New Program from Existing Program(s)</u>, is required.

<sup>&</sup>lt;sup>2</sup> 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).

<sup>&</sup>lt;sup>3</sup> If the partner institution is non-degree-granting, see SED's <u>CEO Memo 94-04</u>.

## **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.

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

#### **Proposed Changes:**

- Expansion of required credit load from 34 credits to 40 credits.
- First-year Japanese 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 method 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 Japanese language proficiency and gain greater expertise in Japanese 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.

2007 Japar	nese Studies B.A. Requirements:	2023 Proposed Japanese Studies B.A. Requirements:					
33 credits:		40 Credits:					
Required la	nguage sequence (16 cr.):	Required language sequence (22 Credits):					
		AEAJ 101 – Elementary Japanese I (4)					
		AEAJ 102 – Elementary Japanese II (4)					
AEAJ 201 -	- Intermediate Japanese I (5)	AEAJ 201 – Intermediate Japanese I (4)					
AEAJ 202 -	- Intermediate Japanese II (5)	AEAJ 202 – Intermediate Japanese II (4)					
AEAJ 301 -	- Advanced Japanese I (3)	AEAJ 301 - Advanced Japanese I (3)					
AEAJ 302 -	- Advanced Japanese II (3)	AEAJ 302 - Advanced Japanese II (3)					
		Research Requirement (6 Credits)					
		AEAS 305 – East Asian Studies Research Methods (3)					
		AEAS 490 – East Asian Studies Research Capstone (3)					
One introdu	ctory 100-leve course (3 cr.):	Japanese History Requirement (6 credits):					
	AEAS 103 – Sources of East Asian Civilizations I (3)	Course not an Option for this New Requirement					
	AEAS 104 – Sources of East Asian Civilizations II (3)	Course not an Option for this New Requirement					
		AEAJ 384 History of Premodern Japan (3)					
Select one:		AEAJ 385 History of Modern Japan (3)					
	AEAC 170 – China: Its Culture and Heritage (3)	Course not an Option for this New Requirement					
	AEAJ 170 – Japan: Its Culture and Heritage (3)	Course not an Option for this New Requirement					
	AEAK 170 – Korea: Its Culture and Heritage (3)	Course not an Option for this New Requirement					
Three intern	nediate prerequisite courses from g list:	Requirement eliminated.					
Literature (3		Requirement eliminated.					
Translation		Requirement eliminated.					
	- History of Japan I (3)	Requirement eliminated. This course is listed above for Japanese History Requirement.					
	- History of Japan II (3)	Requirement eliminated. This course is listed above for Japanese History Requirement.					
Bibliographi	- East Asian Research and ic Methods (3)	Requirement eliminated.					
Japan (3)	- Introduction to the Religions of	Requirement eliminated.					
	- Introduction to Indian Buddhism	Requirement eliminated.					
	2 of 11						

AEAS 266 – Buddhism in China and Japan (3)	Requirement eliminated.
One 300-level seminar from the following list:	Upper-Division Electives (6 Credits from the Following Options):
	AEAS 321 – Exploring the Multicultural City (3)
	AEAS 357 - Zen Buddhism (3)
	AEAS 389 – Topics in East Asian History, Literature, and Culture (3)
AEAJ 391 – World War II: The Japanese View (3)	AEAJ 438 – World War II: The Japanese View (3)
AEAJ 396 – Meiji Literature in Translation (3)	AEAJ 435 – Meiji Literature in Translation (3)
AEAS 392 – East Asian Travel Literature (3)	Course Removed
AEAS 393 – Readings in Buddhist Texts (3)	AEAS 450 – Readings in Buddhist Texts (3)
AEAS 394 – Readings in Japanese Religious Studies (3)	AEAJ 460 – Readings in Japanese Religious Studies (3)
AEAS 399 - Confucius and Confucianism (3)	Course Removed
One AEAJ 300- or 400-level elective, or AEAS 495:	
AEAJ 301 – Advanced Japanese I (3)	Course is Required in above Language Requirements
AEAJ 302 – Advanced Japanese II (3)	Course is Required in above Language Requirements
AEAJ 384/Z – History of Japan I (3) (if not selected as intermediate pre-req)	Course is Required in above History Requirements
AEAJ 385/Z – History of Japan II (3) (if not selected as intermediate pre-req)	Course is Required in above History Requirements
AEAJ 389 – Topics in Japanese Literature, History, and Culture (3)	AEAJ 389 – Topics in Japanese Literature, History and Culture (3)
AEAJ 411 – Readings in Modern Japanese Literature (3)	Course Removed
	AEAJ 436 Fascism: Japan and Beyond
AEAJ 391 – World War II: The Japanese View (3)	AEAJ 438 – World War II: The Japanese View (3)

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

#### Please see appendix for syllabi.

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

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

- 1. The Department's faculty has expanded since the 1990 requirements were approved. It has the capacity to offer the number of courses required with current full-time and part-time staffing.
- 2. The Department has three tenured faculty specialists in Japanese Studies. In addition, other faculty members with cognate expertise contribute required research courses to the program.
- 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
[X] Mode of delivery
<b>NOTES:</b> (1) If the change in delivery enables students to complete 50% of more of the program via distance education, submit a <u>Distance Education Format Proposal</u> 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.
<ol> <li>Format change(s) (e.g., from full-time to part-time), based on SED definitions, for the entire program</li> <li>State proposed format(s) and consider the consequences for financial aid</li> <li>Describe availability of courses and any change in faculty, resources, or support services.</li> </ol>
[ ] 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. <b>Exception:</b> Small changes in the required number of credits in a licensure-qualifying program that <u>do not involve</u> a course or courses that satisfy one of the required content areas in the profession.

#### Section 3. Program Schedule and Curriculum

a) For <u>undergraduate programs</u>, 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 <u>SUNY credit limits</u>, 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 <u>upper division study</u>, 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 <u>Liberal Arts and Sciences (LAS) credits</u> 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 <u>Transfer Path Requirement Summary</u> within the first two years of full-time study (or 60 credits), consistent with SUNY's <u>Student Seamless Transfer policy</u> and <u>MTP 2013-03</u>.
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a <u>Waiver Request</u>—with compelling justification(s).

**EXAMPLE FOR ONE TERM: Undergraduate Program Schedule** 

		0		0		_	
Term 2: Fall 20xx		Credits	s per cla	ssificat	ion		
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			Х	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

b) For <u>graduate programs</u>, 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 Progr						_	aste an Excel ver	rsion of this schedule AFTE	R thi	is line,	and de	lete tl	he rest	of this p	page.)
Program/Track Title and Av															
a) Indicate academic calendar															
b) Label each term in sequence				the ins	stitutio	n's acad	emic calendar (e								
c) Name of SUNY <u>Transfer P</u>								See Transfer Pa							
d) Use the table to show how a	typic	al stud	lent m	ay pr	ogress	through	h the program;	copy/expand the table as need	ded.	Comp	lete al	l colu	mns tl	hat appl	y to a course.
Term 1:			ee KEY					Term 2:		S	See KE	Y.			
	Cr	GER	LAS	Maj	TPa	New	Co/Prerequisites			GER			TPa		Co/Prerequisites
Course Number & Title					th			Course Number & Title	Cr		LAS	Maj	th	New	
AEAJ 101 – Elementary Japanese I	4	FL	4	4		Χ		AEAJ 102 – Elementary Japanese II	4	FL	4	4		Х	AEAJ 101
UUNI 110 - Writing and Critical Inquiry	3	BC	3					General Education: Humanities	3	HU	3	3			
General Education: Mathematics	3	MS	3					General Education: American History	3	АН	3				
General Education: Art	3	AR						General Education: Social Sciences	3	NS	3				
Free Elective	3							Free Elective	3						
TTGC Elective	J							Tree Elective	J						
Term credit totals:	16	13	10	4				Term credit totals:	16	13	13	7			
Term 3:	10	_	ee KEY					Term 4:	10		See KEY				
Term 3.	Cr		LAS		TPa	New	Co/Prerequisites	Term 4.		GER	DEC IXL		TPa		Co/Prerequisites
Course Number & Title	CI	GEK	LAS	Maj	th	New	Co/1 rerequisites	Course Number & Title	Cr	GEK	LAS	Maj	th	New	Co/Frerequisites
AEAJ 201 – Intermediate Japanese I	4	FL	4	4	tii		AEAJ 102	AEAJ 202 – Intermediate	4	FL	4	4	uii	New	AEAJ 201
AEAJ 384 – Premodern History of	3	OW	3	3				Japanese II AEAJ 385 – Modern History of	3	OW	3	3			
Japan								Japan							
General Education: Natural Science	3	NS	3					JPN Upper Level AEAJ or	3		3	3		*Some	
								AEAS Courses (1 of 2)						are new	
General Education: Diversity	3	DV	3					LAS Elective	3		3				
								Upper-Level Free Elective	3						
Term credit totals:	13	13	13	7				Term credit totals:	16		13	10			
Term 5:			ee KEY					Term 6:			See KEY	Y.			
	Cr	GER	LAS	Maj		New	Co/Prerequisites			GER			TPa		Co/Prerequisites
Course Number & Title					th			Course Number & Title	Cr		LAS	Maj	th	New	
AEAJ 301 – Advanced Japanese I	3	FL	3	3			AEAJ 202	AEAJ 302 – Advanced Japanese II	3	FL	3	3			AEAJ 301
JPN Upper Level AEAJ or AEAS Courses (2 of 2)	3		3	3		*Some are new		AEAS 305 – East Asian Studies Research Methods	3		3	3		Х	AEAJ 102 (1 year of Japanese)
LAS Elective	3		3					LAS Elective	3		3				
LAS Elective	3		3					Free Elective	3						
Free Elective	3							Free Elective	3						
Troc Elective								1100 21000110							
Term credit totals:	15	3	12	6				Term credit totals:	15	3	9	6			
Term 7:			ee KEY					Term 8:		5	See KE	Y.			
	Cr	GER	LAS	Maj	TPa	New	Co/Prerequisites			GER			TPa		Co/Prerequisites
Course Number & Title					th			Course Number & Title	Cr		LAS	Maj	th	New	
AEAS 490 – East Asian Studies	3		3	3		Х	AEAS 305	LAS Upper-Division Elective	3		3				
Research Capstone															

Program Totals (in credits):		Total Credits	: 121	SUN' GER	LAS: 91	Major: 40		Upper Division: 45		 er Divi or: 24	sion	Num 9	ber of SU	NY GER Categorie	es:
Term credit totals:	15		9	3			Term	credit totals:	15	12					
Free Elective	3						Free Elective		3						
Upper Level Free Elective	3						LAS Elective		3	3					
Upper Level LAS Elective	3		3				Upper Level LAS I	Elective	3	3					
LAS Upper-Division Elective	3		3				LAS Upper-Division	n Elective	3	3					

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)

Program/Track Title and Av	vard:							
a) Indicate academic calendar								
b) Label each term in sequence								
c) Use the table to show how a	typical stude	nt may	progress through the pro	gram;	copy/expand the table as needed.			
	w program tot	als and	comprehensive, culminatir	ng elem	ents. Complete all columns that	apply to a cou	rse.	
Term 1:					Term 2:			
Course Number & Title	Credits	New	Co/Prerequisites		Course Number & Title	Credits	New	Co/Prerequisites
Term credit to	otal:				Term credit	total:		
Term 3:					Term 4:			
Course Number & Title	Credits	New	Co/Prerequisites		Course Number & Title	Credits	New	Co/Prerequisites
			•					
Term credit to	otal:			_	Term credit	total:		
Term 5:	our.				Term 6:	totui.		
Course Number & Title	Credits	New	Co/Prerequisites		Course Number & Title	Credits	New	Co/Prerequisites
Term credit t	otal:				Term credit	total:		
Term 7:					Term 8:			
Course Number & Title	Credits	New	Co/Prerequisites		Course Number & Title	Credits	New	Co/Prerequisites)
Term credit to	otal:				Term credit	total:		
			Identify the required comp	rahonei			ination	including course number(s) if
Program Total Credits: Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course numb applicable:								, including course number(s), it

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

**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)	<b>(f)</b>
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					
DEBLASI, Anthony Associate Professor Undergraduate Program Director	60	AEAS305 East Asian Research Methods; AEAS490 East Asian Studies Capstone	Ph.D. Harvard University	East Asian Languages and Civilizations	
FESSLER, Susanna Professor	100	AEAJ301 Advanced Japanese I; AEAJ302 Advanced Japanese II; AEAJ435 Meiji Literature in Translation; AEAJ438 World War II: The Japanese View	Ph.D. Yale University	East Asian Languages and Literatures	
PERSON, John Associate Professor	100	AEAJ384 History of Premodern Japan; AEAJ385 History of Modern Japan; AEAJ436 Fascism: Japan and Beyond	Ph.D. University of Chicago	East Asian Languages and Civilizations	
PROFFITT, Aaron Associate Professor	100	AEAJ460 Readings in Japanese Religious Studies; AEAS357 Zen Buddhism; AEAS389 Topics in East Asian History, Literature, AEAS460 Readings in Buddhist Texts	Ph.D. University of Michigan – Ann Arbor	Buddhist Studies	

(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.
WOJNOVICH, Michiyo Lecturer	100	AEAJ101 Elementary Japanese I; AEAJ102 Elementary Japanese II; AEAJ423 Practicum in Teaching Japanese	M.S. University at Albany (SUNY)	Teaching English to Speakers of Other Languages (TESOL)	
Part 2. Part-Time Faculty					
OHATA, Kazumi Part-line Lecturer	100	AEAJ101 Elementary Japanese I	M.S. University at Albany	Curriculum Development and Instructional Technology	
BARBADORO, Amelia Part-line Lecturer	20	AEAS321 Exploring the Multicultural City	Ph.D. City University of New York	Urban Education Policy Studies	
Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)					

## Japanese Studies Syllabi:

#### **Japanese Courses:**

AEAJ 101 - Elementary Japanese I

AEAJ 102 – Elementary Japanese II

AEAJ 384 – History of Premodern Japan

AEAJ 385- History of Modern Japan

AEAJ 435 – Meiji Literature in Translation

AEAJ 436 – Fascism: Japan and Beyond

AEAJ 460 – Readings in Japanese Religious Studies

#### **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

## **EAJ101 Elementary Japanese I**

Call Number: _	/	(4 Credits)
Fal	1, 20	

## **Instructor/Office Hours/Phone/e-mail**

#### Michiyo Kaya Wojnovich (Lecturer)

Office: HU 247

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

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

vitii you.)

Phone: 442-4126

e-mail: <a href="mailto:mwojnovich@albany.edu">mwojnovich@albany.edu</a>

## **Meeting Time/ Locations**

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

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

## **Course Description**

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

## **Course Objectives**

The goal of this course is for the students to gain knowledge of basic Japanese grammar, and to acquire basic Japanese language skills (listening, speaking, writing, and reading). By the end of this course, the students will be able to

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

## **Textbooks**

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

## **Technical Assistance**

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

• <u>UAlbany ITS Help Desk</u> (weekdays)

Open M-F during daytime business hours

Phone: 518-442-3700

Online: <a href="http://www.albany.edu/its/help">http://www.albany.edu/its/help</a>

• Blackboard Support Center (evenings & weekends)

Open M-F overnight (5:00PM - 9:00AM) and 24x7 on weekends

Phone: 844-852-5696

Online: http://albany.edusupportcenter.com

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

• Check your browser

Be sure you are using a compatible browser and operating system. <a href="https://help.blackboard.com/Learn/Student/Getting">https://help.blackboard.com/Learn/Student/Getting</a> Started/Browser Support/Browser Checker

• Blackboard Help for Students

A set of FAQ and instructions on how to use Blackboard's features. https://help.blackboard.com/Learn/Student

• Blackboard's YouTube Playlist for Students

Video tutorials about how Blackboard can support your online learning needs. https://www.youtube.com/user/BlackboardTV/playlists?shelf\_id=3&sort=dd&view=50

## **General Education Learning Objectives of Foreign Language Courses**

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

This course fulfills the General Education Category of Foreign Language

#### Students will demonstrate:

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

## Class Work

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

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

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

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

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

## **Grading**

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

The grading scale is shown below.

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

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

## **Course Policies**

Attend Class

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

#### • Establish Rapport

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

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

#### No Cheating/Plagiarizing

Cheating/Plagiarizing will lead to **failure** on the test/assignment. You are expected to commit active learning in class and integrity in your behavior.

(http://www.albany.edu/studentconduct/standards of academic integrity.php)

#### Netiquette

Please observe proper "netiquette" -- courteous and appropriate forms of communication and interaction over the Internet (within your online course). This means no personal attacks, obscene language, or intolerant expression. All viewpoints should be respected. NOTE: The instructor of this course reserves the right to remove any questionable or offensive material from public areas of this course. <a href="http://www.albion.com/netiquette/corerules.html">http://www.albion.com/netiquette/corerules.html</a>

#### Accommodating Disabilities

If you have a disability, please submit official documentation to prove your disability, and make an appointment with your instructor to discuss ways to help you succeed in the course. The University provides a great deal of information on the services it offers to disabled students. See the Disability Access and Inclusion Student Services website.

DAISS Contact Information:

daiss@albany.edu Campus Center 130

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

Hours of Operation:

Fall & Spring Semesters: 8:30 a.m. to 5 p.m. Fall & Spring Finals: 8 a.m. to 7:30 p.m.

#### • Be Responsible

Keep your appointment with instructors. Be punctual.

If you cannot come at the scheduled time or must reschedule, call beforehand. If for some reason, you could not call in advance, call afterward as soon as you can.

#### • Instructors are your Learning Tools.

You are here to learn. We are here to teach. If you do not understand the material, please make appointments with the instructor. You may ask any of the instructors, not just the instructor of your class.

#### Make Many Mistakes!

You learn the best when you make mistakes. Others can learn from your mistakes, too. Do not be afraid of making mistakes.

## • Ask Many Questions!

You also learn the best when you ask questions. If you do not understand something, do not hesitate to ask your instructor questions.

#### • Study Hard!

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

## **AEAJ101 Class Work, and Test/Quiz Schedule**

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

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

## **AEAJ102 Elementary Japanese II**

Class Numbers \_\_\_\_ and \_\_\_\_ (4 Credits)
Spring, 202\_\_

## **Instructor/Office Hours/Phone/e-mail**

#### Michiyo Kaya Wojnovich (Lecturer)

Office: HU 247

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

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

meeting with you.)
Phone: 442-4126

e-mail: <a href="mwojnovich@albany.edu">mwojnovich@albany.edu</a>

## **Meeting Time/ Locations**

Call NO	F. On-Line T. TH. 10:30 – 11:50
Call NO	F. On-Line T.TH. 3:00 – 4:20

## **Course Description**

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

## **Course Objectives**

The goal of this course is for the students to increase their knowledge of basic Japanese grammar, and to acquire basic Japanese language skills (listening, speaking, writing, and reading). By the end of this course, the students will be able to

- engage in basic Japanese conversation to satisfy their survival level needs in a culturally appropriate manner.
- be able to read some information from the simplest texts dealing with familiar topics.
- be able to create statements and formulate questions based on familiar material.
- Students are expected to reach the <u>ACTFL intermediate low level</u> for listening, speaking writing and reading skills.

## **Textbooks**

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

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

## **Technical Assistance**

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

• <u>UAlbany ITS Help Desk</u> (weekdays)

Open M-F during daytime business hours

Phone: 518-442-3700

Online: http://www.albany.edu/its/help

• **Blackboard Support Center** (evenings & weekends)

Open M-F overnight (5:00PM - 9:00AM) and 24x7 on weekends

Phone: 844-852-5696

Online: <a href="http://albany.edusupportcenter.com">http://albany.edusupportcenter.com</a>

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. <a href="https://help.blackboard.com/Learn/Student/Getting\_Started/Browser\_Support/Browser\_Checker">https://help.blackboard.com/Learn/Student/Getting\_Started/Browser\_Support/Browser\_Checker</a>

#### • Blackboard Help for Students

A set of FAQ and instructions on how to use Blackboard's features. <a href="https://help.blackboard.com/Learn/Student">https://help.blackboard.com/Learn/Student</a>

#### • Blackboard's YouTube Playlist for Students

Video tutorials about how Blackboard can support your online learning needs. <a href="https://www.youtube.com/user/BlackboardTV/playlists?shelf\_id=3&sort=dd&view=50">https://www.youtube.com/user/BlackboardTV/playlists?shelf\_id=3&sort=dd&view=50</a>

This course fulfills the General Education Category of Foreign Language

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

#### Students will demonstrate:

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

## Class Work

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

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

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

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

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

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

## **Grading**

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

The grading scale is shown below.

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

- Two vocabulary quizzes, a kanji quiz, and a lesson test will be given for each lesson. We also have verb/adjective conjugation quizzes, mid-term exams (Kanji, listening, and grammar) and final exams (listening, kanji, and grammar).
- Speaking skill is evaluated during class work activities; being absent from in-person class many times will lead to a poor speaking skill grade.
- Penalty for absences (No extra work can make up for the absences.)
  Attendance is very important. Absences are excused only if written notes on institutional stationary are provided.
  - a. One grade lower for more than 4 inexcusable absences.
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  - e. Students who are absent from in-person class more than 50 % (14 times) of the total number of in-person class days (28) will fail the course.

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  - b. Being late for more than half the class time will be equal to one day absence.
- All assignments must be completed and turned in <u>on time</u>. <u>No late assignments will</u> be accepted.
- There will be **NO MAKE-UP Quiz/Exam** given unless formal written proof of a legitimate reason is provided, such as a medical emergency. The time for taking the make-up must be as soon as possible after the original test/quiz.

## **Course Policies**

Attend Class

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

• Establish Rapport

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

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

• No Cheating/Plagiarizing

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

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

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Netiquette

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

NOTE: The instructor of this course reserves the right to remove any questionable or offensive material from public areas of this course. http://www.albion.com/netiquette/corerules.html

#### • Accommodating Disabilities

If you have a disability, please submit official documentation to prove your disability, and make an appointment with your instructor to discuss ways to help you succeed in the course. The University provides a great deal of information on the services it offers to disabled students. See the <u>Disability Access and Inclusion Student Services</u> website.

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## • Instructors are your Learning Tools.

You are here to learn. We are here to teach. If you do not understand the material, please make appointments with the instructor. You may ask any of the instructors, not just the instructor of your class.

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#### • Ask Many Questions!

You also learn the best when you ask questions. If you do not understand something, do not hesitate to ask your instructor questions.

#### • Study Hard!

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# AEAJ 102 Class Work, and Test/Quiz Schedule

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

## History of Premodern Japan AEAJ 384 (7430) / AHIS 384 (7431)

University at Albany, Fall 2021

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

e-mail: jperson@albany.edu Tel (Office): 518-442-4579

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

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

Credit Hours: 3.0

## **Course Description:**

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

## Learning Objectives and General Education

#### LEARNING OBJECTIVES:

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

#### GENERAL EDUCATION INFORMATION:

This class fulfills the General Education category of **International Perspectives**.

#### Characteristics of all General Education Courses

- 1. General Education courses offer introductions to the central topics of disciplines and interdisciplinary fields.
- 2. General Education courses offer explicit rather than tacit understandings of the procedures, practices, methodology, and fundamental assumptions of disciplines and interdisciplinary fields.
- 3. General Education courses recognize multiple perspectives on the subject matter.

- 4. General Education courses recognize active learning in an engaged environment that enables students to be producers as well as consumers of knowledge.
- 5. General Education courses promote critical inquiry into the assumptions, goals, and methods of various fields of academic study; they aim to develop the interpretive, analytic, and evaluative competencies characteristic of critical thinking.

This course fulfills the General Education category of **International Perspectives** by meeting learning objectives focused on a "region beyond Europe." Such courses enable students to demonstrate:

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

## **Course Requirements & Policies**

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

Attendance and Class Participation	10%
Perusall Reading Assignments	20%
Short Essay Assignment	15%
Midterm Exam	25%
Final Exam	30%

#### **GRADING STANDARD:**

CONSISTENT PARTICIPATION IS MANDATORY: Students must inform the instructor prior to class if they need to miss a class. Students unable to participate in class on certain days because of religious beliefs will be excused per NYS law, Section 224-A. Students are asked to inform the instructor in advance if they plan to miss class for religious reasons.

CLASS PREPARATION: Students are expected to complete the reading assignments in preparation for participating in class. Have your reading assignments on hand so that you can

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

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

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

http://www.albany.edu/undergraduate\_bulletin/regulations.html

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

## **REQUIRED TEXTS:**

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

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

## **Course Schedule**

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

#### WEEK 1

August 23: Introduction

August 25: History, Chronology, and the Past

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

#### WEEK 2

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

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

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

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

#### WEEK 3

Sept. 6: NO CLASS (Labor Day)

Sept. 8: Building Nara

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

#### WEEK 4

Sept. 13: Producing the Peripheries

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

Sept. 15: Buddhism and the Nara State

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

#### WEEK 5

Sept. 20: The Move to Heian

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

Sept. 22: Peer Review Session for Essay Assignment

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

#### WEEK 6

Sept. 27: Heian Peripheries & "Deconstructing" Japan

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

Sept. 29: Court Culture & The Shōen System

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

#### WEEK 7

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

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

Oct. 6: Mappō & Mongol Invasions

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

#### WEEK 8

Oct. 11: NO CLASS (Fall Break)

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

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

#### WEEK 9

Oct. 18: Review Session for Midterm

Oct. 20: Muromachi Bakufu and the Ming Empire

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

#### **WEEK 10**

Oct. 25: Midterm Peer Review Session

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

Oct. 27: The Warring States Period

• Spafford, "An Apology of Betrayal"

#### **WEEK 11**

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

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

Nov. 3: Toyotomi Politics and the Korean Expedition

• "Unification by Toyotomi Hideyoshi" (PDF)

#### WEEK 12

Nov. 8: Post-Sekigahara Settlement & Tokugawa Order

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

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

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

#### **WEEK 13**

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

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

Nov. 17: Genroku Culture & Merchant Culture

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

## **WEEK 14**

Nov. 22: Premodern History in Contemporary Popular Culture

## November 24 - November 29: Thanksgiving Break

#### **WEEK 15**

Nov. 29: Confucianism and Nativism in Tokugawa Japan

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

Dec. 1: Final Exam Review Session

#### **WEEK 16**

Dec. 6: Final Exams Distributed

FINAL EXAM DUE: 12/12

## History of Modern Japan AEAJ 385 (3972) /AHIS 385 (6836)

University at Albany, Spring 2021

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

e-mail: jperson@albany.edu

TuTh 3:00 – 4:20 when meeting synchronously

Fully Online Course Credit Hours: 3 Credits

Office: HU242

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

#### **Course Description:**

This course is a survey of the history of Japan from the mid-18<sup>th</sup> century to the present. We will examine the political, economic, social, and cultural institutions of Japan in relation to the everyday lives of its inhabitants. Though scholars typically call these periods the early modern and modern era of Japanese history, the way in which scholars, critics, and popular discourse have understood the words "modern" and "Japan" have gone through many changes, as has the basic assumptions that govern the field of Japanese history. We will focus on these issues as we attempt to formulate our own narratives of the history of Japan throughout the semester. There are no prerequisites for this course.

#### **Learning Objectives and General Education**

#### LEARNING OBJECTIVES:

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

#### GENERAL EDUCATION INFORMATION:

This class fulfills the General Education category of **International Perspectives**.

#### Characteristics of *all* General Education Courses

- General Education courses offer introductions to the central topics of disciplines and interdisciplinary fields.
- 2. General Education courses offer explicit rather than tacit understandings of the procedures, practices, methodology, and fundamental assumptions of disciplines and interdisciplinary fields.
- 3. General Education courses recognize multiple perspectives on the subject matter.
- 4. General Education courses recognize active learning in an engaged environment that enables students to be producers as well as consumers of knowledge.
- 5. General Education courses promote critical inquiry into the assumptions, goals, and methods of various fields of academic study; they aim to develop the interpretive, analytic, and evaluative competencies characteristic of critical thinking.

This course fulfills the General Education category of **International Perspectives** by meeting learning objectives focused on a "region beyond Europe." Such courses enable students to demonstrate:

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

#### **Course Requirements & Policies**

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

Perusall Assignments	25%
Short Essay Assignment	15%
Midterm Exam	25%
Final Exam	35%

#### GRADING STANDARD:

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

CONSISTENT PARTICIPATION IS MANDATORY: Students must inform the instructor prior to class if they need to miss a class. Students unable to participate in class on certain days because of religious beliefs will be excused per NYS law, Section 224-A. Students are asked to inform the instructor in advance if they plan to miss class for religious reasons.

CLASS PREPARATION: Students are expected to complete the reading assignments in preparation for participating in class. Have your reading assignments on hand so that you can reference them during discussion.

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

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

#### **REQUIRED TEXTS:**

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

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

#### **COURSE SCHEDULE**

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

#### Week 1:

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

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

#### Week 2:

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

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

#### Week 3:

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

Feb. 18: First Writing Assignment Peer Review Session

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

#### Week 4:

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

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

#### Week 5:

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

March 4: Ideologies of Peace I: The Peace Preservation Law & Imperial Democracy Kaneko Fumiko "The Road to Nihilism" (1923)

MHJ, chapters 8 – 9 (Recommended)

#### Week 6:

March 9: Urban Development on the Archipelago & Taisho Modernisms

Miriam Silverberg, "Modern Girl as Militant" (1991)

MHJ, chapters 10 – 11 (Recommended)

March 11: Colonial Subjectivities

Kirsten Ziomek, "The 1903 Human Pavilion"

#### Week 7:

March 16: The War

Japan at War: An Oral History (excerpts)

MHJ, chapter 12

March 18: First Half in Review: Designing the Midterm

#### Week 8:

March 23: Midterm Peer Review

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

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

#### Week 9:

March 30: Occupied Japan & the 1955 System

Bruce Cumings, "Japan's Position in the World System" (1993)

MHJ, chapter 13

April 1: The Invention of Traditions

Eric Hobsbawm, "Introduction: Inventing Traditions" (1983)

Carol Gluck, "The Invention of Edo" (1998)

#### Week 10:

April 6: NO CLASS

April 8: The Liberal Democratic Party & The Economic Miracle

Hideo Aoki, "Buraku Culture" (2009)

#### Week 11:

April 13: Global Revolutions: 1968

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

April 15: Showa Popular Culture

## MHJ, chapter 14

## Week 12:

April 20: Comfort Women, Memory, and History
Ueno Chizuko, "The Politics of Memory: Nation, Individual, and Self" (1997)

April 22: Ideologies of Peace II: "Atoms for Peace" & the Politics of "Area Studies" MHJ, chapter 15 – 16

#### Week 13:

April 27: "Pax-Nipponica" & the Bubble Economy Carol Gluck, "The Past in the Present" (1993)

April 29: The "Lost" Decade vs. "Lost" Generation David Leheny, "The Souls of the Ehime Maru" (2018) MHJ, chapter 17

## Week 14:

May 4: Otaku Culture

The Moe Manifesto, selections

May 6: Fukushima as History MHJ, chapter 18

## Week 15:

May 11: Review for Final Exam

Final Exam Due: May 18

## EAJ435 (3 CREDIT HOURS) MEIJI LITERATURE IN TRANSLATION

Spring 2021 - Call Number 9554 W F 3:00-4:20 p.m. Synchronous Zoom Meetings

Instructor: Susanna Fessler Office: Humanities 243
Office Hours: By appt. on Zoom Phone: 518-442-4119

e-mail: sfessler@albany.edu

## **Course Description:**

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

#### Course Objectives:

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

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

## **Required Texts:**

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

#### Testing and Grading:

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

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

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

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

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

Course grades will be based on the following criteria:

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

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

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

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

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

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

# Fascism: Japan and Beyond AEAJ 436 (7502) /AHIST 436 (7608)

University at Albany, Spring 2021

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

e-mail: jperson@albany.edu Office phone: 518-442-4579 Fully Online, Asynchronous

Credit Hours: 3.0 Office: Humanities 242

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

#### **COURSE DESCRIPTION**

It is often said that the 1930s and 1940s were the age of fascism. At the same time, "fascism" itself is one of the most debated concepts in modern historiography. While it is quite common for general books on fascism in the English language to label the Japanese case as something resembling, but not quite, fascist, or even omit its discussion entirely, Japanese books on the history of Japan typically refer to the 1930s and 1940s as the age of fascism. This inconsistency is only one of many examples in which we can identify disagreements in what constitutes "fascism." In this course we will be less interested in defining once and for all what we mean by fascism than examining the different ways in which fascism has been discussed and used as an analytical framework or a category worth engaging, both by writers contemporary to the "era of fascism" and those that came after. And so, while the approach of this course is "comparative" in the sense that we will be comparing situations in different geographical locales (i.e. Nazi Germany vs. Imperial Japan), we will also be comparing the different ways in which "fascism" has been employed as a lens through which the world and its history can be interpreted. Is "fascism" still a useful category in analyzing history and society? By the end of the semester you will have more than a few things to say in response to such a question. There are no prerequisites for this class.

#### LEARNING OBJECTIVES

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

#### GENERAL EDUCATION INFORMATION

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

#### Characteristics of all General Education Courses

- 1. General Education courses offer introductions to the central topics of disciplines and interdisciplinary fields.
- 2. General Education courses offer explicit rather than tacit understandings of the procedures, practices, methodology, and fundamental assumptions of disciplines and interdisciplinary fields.
- 3. General Education courses recognize multiple perspectives on the subject matter.

4. General Education courses recognize active learning in an engaged environment that enables students to be producers as well as consumers of knowledge.

5.

General Education courses promote critical inquiry into the assumptions, goals, and methods of various fields of academic study; they aim to develop the interpretive, analytic, and evaluative competencies characteristic of critical thinking. Courses meeting **Challenges for the 21st Century** enable students to demonstrate:

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

## **Course Requirements & Policies**

Occasional Assignments	15%
Reading Assignments on Perusall	30%
Short Essay Assignment	20%
Final Paper	35%

#### **GRADING STANDARD:**

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

CONSISTENT PARTICIPATION IS MANDATORY: Students must inform the instructor prior to class if they need to miss a class. Students unable to participate in class on certain days because of religious beliefs will be excused per NYS law, Section 224-A. Students are asked to inform the instructor in advance if they plan to miss class for religious reasons.

CLASS PREPARATION: Students are expected to complete the reading assignments in preparation for participating in class. Have your reading assignments on hand so that you can reference them during discussion.

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

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

http://www.albany.edu/undergraduate bulletin/regulations.html

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

- 1. Daily reading assignments on Perusall platform, accessed through Blackboard.
- 2. Occasional homework assignments, such as worksheets and essay drafts.
- 3. One short essay assignment of about 1000 words in length early in the semester.
- 4. Final research paper that is more substantial in length (10 12 pages). You will be asked to write a paper on a topic related to fascism of your choice in consultation with the instructor.

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

## **Required Texts**

Kevin Passmore, Fascism: A Very Short Introduction, 2<sup>nd</sup> Edition (Do not purchase 1<sup>st</sup> edition)

## Course Schedule

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

## What Do We Mean by "Fascism"?

#### Week 1

Feb. 2: Exploring theories and approaches to fascism

Passmore, Fascism, 1-43

Feb. 4: The "Emperor System"

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

Passmore, Fascism, 44-67

Library Assignment

#### Week 2

Feb. 9: A Global Fascist Moment?

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

Feb. 11: Visualizing Fascism

Julia Adeney Thomas, "A Potable Concept of Fascism," *Visualizing Fascism*Maggie Clinton, "Subjects of a New Visual Order: Fascist Media in 1930s China" in *Visualizing Fascism* 

#### Week 3

Feb. 16: Anxieties of the Showa 10s

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

MIZOGUCHI Kenji, Osaka Elegy (1936)

Feb. 18: Grassroots Fascism

YOSHIMI Yoshiaki, *Grassroots Fascism* (excerpts)

## Race, Nation, and Fascism

#### Week 4

Feb. 23: Race, Populism, and Mobilization

John Dower, War Without Mercy, excerpts

Passmore, Fascism, 108-123.

Feb. 25: Race and the New Deal

Ira Katznelson, When Affirmative Action Was White, excerpts

Article Search Assignment

#### Week 5

March 2: Race Policies of the 1930s

James Witman, Hitler's American Model, Chapter 1

March 4: Race Policies of the 1930s

James Witman, Hitler's American Model, Chapter 2

#### Week 6

March 9: Short Writing Assignment Peer Review Session

Introductory Paragraph Due the Previous Day (3/8) 5pm

March 11: Nationalism, Capitalism & Fascism

Excerpts from Weimar Reader (Alfred Rosenberg, "The Russian Jewish Revolution" (1919);

German Worker's Party, "The Twenty Five Points" (1920); Adolf Hitler, "Address to the Industry Club" (1932)"

"The Rise of Revolutionary Nationalism" from Sources of Japanese Tradition Volume 2 (2001)

Short Essay Assignment Due March 14: 1000-1400 word essay on readings. Send as an email attachment.

#### Week 7

March 16: Empire and Fascism

Louise Young, "When fascism met empire in Japanese-occupied Manchuria"

\*Discuss final paper topic ideas

March 18: Race and Biopolitics

Michel Foucault, "Society Must Be Defended," excerpts

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

#### Week 8

March 23: Vitalism, Romanticism, and Challenges to the Idea of "Civilization"

YASUDA Yojūrō, "Japanese Bridges" (1936)

March 25: Fascism as the Aestheticization of Politics

Walter Benjamin, "The Work of Art in the Age of Its Technological Reproducibility" (1935/1939)

#### Week 9

March 30: The Philosophical Task of Overcoming the Modern

Symposium on "Overcoming Modernity" Day One

April 1: The Philosophical Task of Overcoming the Modern

Symposium on "Overcoming Modernity" Day Two

#### Week 10

April 6: NO CLASS

**April 8: Final Paper Discussion** 

Peer Review Session

Bring brief outline & introductory paragraph

#### Week 11

April 13: Theorizing Liberalism's Relation to Japanese Fascism

TOSAKA Jun, "Liberalist Philosophy and Materialism: Against the Two Types of Liberalist Philosophy" from *The Japanese Ideology* (1935)

April 15: Carl Schmitt and Weimar Liberalism

Schmitt: Concept of the Political (1927), excerpts

#### Week 12

April 20: The Banality of Evil

Hannah Arendt, Eichmann in Jerusalem

April 22: The Banality of Evil

Hannah Arendt, Eichmann in Jerusalem

First Draft of Final Paper Due: April 23 (Friday)

#### **Immanent Fascisms**

## Week 13

April 27: Populism and the Rightwing in Contemporary Japan
TAMOGAMI Toshio, "Was Japan an Aggressor Nation?"
KITADA Akihiro, "Japan's Cynical Nationalism"
MIZOHATA Sachie, "Nippon Kaigi: Empire, Contradiction, and Japan's Future"
April 29: Twenty-First Century Populism and the "F-word"
Readings TBD

## Week 14

May 4: Can It Happen Here?
Readings TBD
May 6: Fascism Today
Passmore, 92-107, 149-155.
Crowd-sourced articles

## Week 15

May 11: Fascism Today
Crowd-sourced articles

## Final Paper Due May 12

## AEAJ 460/AREL 460: Readings in Japanese Religious Studies (3 credits)

## **Shinran and the Japanese Pure Land Tradition**

University at Albany-SUNY, FALL/SPRING \*\*\*\*



- Professor Aaron P. Proffitt, PhD (aproffitt@albany.edu)
- Class Time and Place: TTH, (Time) (Location)
- Office Hours Time and Place: (Time) (Location)

## **Course Description**

This course will examine the works of Shinran, one of the most influential Buddhist thinkers in Japanese and world history. In addition to close readings of Shinran's major works in historical, philosophical, and cultural context, students will consider what historical issues have led to the general dismissal of the largest form of Japanese Buddhism in much scholarship on Buddhism and Japanese culture. No prerequisites, all are welcome.

#### **Required Texts**

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

## **Learning Objectives**

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

#### **Grading Scale**

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

## **Course Requirements**

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

## **Class Participation**

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

## **Research Paper**

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

#### Accommodations for Students with Documented Disabilities or Other Needs

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

#### **Plagiarism and Academic Integrity**

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

#### **Course Calendar and Schedule of Reading Assignments**

#### Week 1: Buddhism 101

Lecture: Introduction to Buddhism 1 and 2

Reading: Norton Anthology of World Religions: Buddhism, "Introduction"

Key Term: Buddha, Dharma, Sangha, Samsara, Karma, Dukkha, Śākyamuni, Four Noble

Truths, Dependent Origination, No Self, Nirvana

#### Week 2: Mahayana Buddhism

Lecture: Mahayana Buddhism and The Mahayana Pantheon

Reading: Lotus Sutra, Chapters 3 and 25

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

#### Week 3: Pure Land Buddhism

Lecture: What is Pure Land Buddhism? and The Three Pure Land Sutras

Reading: Selections from the Three Pure Land Sutras

## Week 4: Early Chinese Pure Land Buddhism

Lecture: Chinese Buddhism 1 and 2

Reading: Selections from Jones, Chinese Pure Land Buddhism

Reading: Amoghavajra's Wuliangshou yigui

Key Terms: Tiantai, Zhiyi, Huayan-Avatamsaka Sutra, Mijiao, Amoghavajra, Shandao, Chan/Seon/Zen, Bodhidharma, Huineng, Sudden vs. Gradual Enlightenment, gong'an,

zuochan, buddhānusmṛti/nianfo, "tiger with horns"

## Week 4: Early Japanese Pure Land Buddhism

Lecture: Heian Buddhism and Esoteric Buddhism

Reading: Kūkai, Sokushin Jōbutsu gi

Reading: Jacqueline Stone, "Medieval Tendai Hongaku Thought and Kamakura New

Buddhism"

Key Terms: Tendai, Saichō, Shingon, Esoteric Buddhism, Kūkai, Three Mysteries,

Sokushin Jōbutsu, Genshin, Kakuban, nenbutsu, hongaku, kenmitsu

#### Week 5: Kakuban and Esoteric Pure Land Buddhism

Lecture: Esoteric Pure Land Buddhism and Late Heian Buddhist Culture

Reading: Kakuban

#### Week 6: Honen

Lecture: Honen and The Early Pure Land Movement

Reading: Selections from Senchakushu

#### Week 7: Shinran

Lecture: Introduction to Shinran 1 and 2

Reading: *Shōshinge* and selections from *Wasan* 

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

# **Week 8: Tannishō I** Reading: *Tannishō*

Week 9: Tannishō II

Reading: Finish reading and discussion of Tannisho

Week 10: Kyōgyōshinshō I-II

Reading: Kyōgyōshinshō, Chapter 1-2

Week 11: Kyōgyōshinshō III-IV

Reading: Kyōgyōshinshō, Chapter 3-4

Week 12: Kyōgyōshinshō V-VI

Reading: Kyōgyōshinshō, Chapter 5-6

Reading: Hirota, Japanese Pure Land Philosophy (Stanford Encyclopedia of Philosophy)

Week 13: Eshinni

Lecture: Women and Shin Buddhism and Jodo Shinshū After Shinran

Reading: Letters of Eshinni

Reading: Amstutz, Missing Honganji

Week 14: Course Wrap up

• Project Presentations

Final Paper due date: \*\*\*\*\*

# 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. 4<sup>th</sup> 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 in 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 L# = 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	Introduction:	VLC A1: Course Introduction	Homework:
8/22-8/28	What is Research?	VLC A2: What is Research?	What is Research?
		R All: Readings on the Process of Research	
Week 2	Sources:	VLC A3: Academic Libraries	Homework:
8/29-9/4	Libraries and the	VLC A4 (a and b): Books, Journals, and	Research Databases
	Internet	Databases	
		VLC L1 Language-specific Databases	
		R All: Readings on Locating Sources	
Week 3	Nuts and Bolts:	VLC A5: Citation and Plagiarism	Homework:
9/5-9/11	Citation and	VLC A6: Research Paper Formatting	Citation Methods
	Formatting		
	Research Papers	VLC L2 Inputting East Asian Languages	Complete: The
		D. All. Tymphica Accimpment	University Library's "Plagiarism 101
		R All: Turabian Assignment	Tutorial" and
			submit Tutorial
			Completion Credit
			Form
***			,
Week 4	Annotated	VLC A7: Bibliographies and Source	Homework:
9/12-9/18	Bibliographies and Evaluation of	Evaluation	Article Evaluation
	Sources	R All:	
		Turabian assignment	
		Annotated Bibliography Project	
		Requirements	
		Review Source Evaluation Form	
		RL: Scholarly Article for Evaluation	

Week 5 9/19-9/25	Using East Asian	VLC A8 Character Dictionaries	Homework:
9/19-9/23	Language Dictionaries	R All: Review Morohashi Radical Table	Using a Character Dictionary
		VLC L3 East Asian Language Dictionaries and Sinitic Characters	
		RL: Specific Readings in Language Group subfolders	
Week 6 9/26-10/2	Transliteration and Language Reform	VLC A9: East Asian Romanization	Homework: East Asian
3/20-10/2	Language Neromi	VLC L4 East Asian Language Romanization	Language Reform and Transliteration
		VLC L5 Language Reform in East Asia	and Transmeration
		RL: Reading on Romanization of specific East Asian languages.	
		RL: Review Romanization web reference materials.	
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	Homework: Historical Research
, ,	,	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.	
Week 9 10/17-10/23	Calendars and Historical Time	VLC A11: East Asian Calendars	Homework: Calculating Time
10/11/10/20	Theorem I lille	VLC L7: Timekeeping in East Asian Cultures	Carcanang Time
		RL: Readings on Calendars and Timekeeping in East Asian Cultures	
		RL: Review web resource links.	

Week 10	Literature and	VLC A12: Literary Studies	Homework:
10/24-10/30	Literary Studies	VLC L8: Literary Scholarship in East Asian Traditions  RL: Review online resource links related to the literature of East Asian cultures.	Annotated Bibliography Research Question
Week 11 10/31-11/6	Life Stories: Biography and Government Ranks	<ul> <li>VLC A13 Life Stories and Biography</li> <li>VLC L9: Biographical information in specific cultures.</li> <li>RL: Review readings and web resources on country-specific biographical information.</li> </ul>	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.

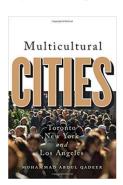
2. Textbook: Multicultural Cities: Toronto, New York, and Los Angeles

Author: Mohammed Abdul Qadeer

**ISBN-10**: 9781442630147 **ISBN-13**: 978-1442630147

**Publisher:** University of Toronto Press, Scholarly Publishing Division

<sup>\*\*</sup>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.

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

## **Students are expected to:**

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

## **Course Outcomes**

Throughout this course, students will have the opportunity to:

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

## **Course Methodology**

Each week, you will be expected to:

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

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## 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).

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#### Posting Expectations, Cont.:

Each week, you are expected to:

- Post one "Primary Response" due by <u>Thursday</u> of each Week
   A Primary Post = a Response to the professor's "prompt" that will be provided each week.
  - In your <u>Primary Post</u>: 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 <u>Sunday</u> of each Week

Secondary Response = Response to another student's post

**NOTE:** <u>Final Week</u> – 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, <u>you are expected to discuss that article in your post</u>. 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 my 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.

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## **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.

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## **Course Grading / Evaluation Standards**

For a final grade, course requirements will be weighted as follows:			
Discussion Board Participation	30%		
Max of 30 points each week			
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 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: <a href="https://www.albany.edu/disability/faculty-staff.shtml">https://www.albany.edu/disability/faculty-staff.shtml</a>

#### 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.

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

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

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

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

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

## **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).

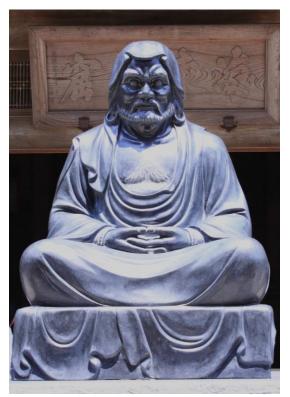
Faculty members are considered "Responsible Employees" at the University at Albany, meaning that they are required to report all known relevant details about a complaint of sexual violence to the University's Title IX Coordinator, including names of anyone involved or present, date, time, and location. 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.

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

## 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. <u>Discussion board posts and replies for a particular module are due Sunday nights</u>, 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,
  - o 5-8 pages
  - o Due date: 10/09-10/12
- Final Paper
  - o 8-10 pages
  - o 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: <a href="http://www.albany.edu/disability/index.shtml">http://www.albany.edu/disability/index.shtml</a>
- 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 (<a href="https://www.albany.edu/counseling\_center/">https://www.albany.edu/counseling\_center/</a>).

#### **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
   <a href="https://newbooksnetwork.com/terry-kleeman-celestial-masters-history-and-ritual-in-early-daoist-communities-harvard-up-2016/">https://newbooksnetwork.com/terry-kleeman-celestial-masters-history-and-ritual-in-early-daoist-communities-harvard-up-2016/</a>

## 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: "Wumen'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: Hyuejeong, \*skim the introduction, and read: "Seon-Gyogyeol (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: Dogen, 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**





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.

#### REOUIRED 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: <a href="http://www.albany.edu/disability/index.shtml">http://www.albany.edu/disability/index.shtml</a>

#### **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. "Sukhāvatī 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. "Buddhānusmriti 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" <a href="https://www.lionsroar.com/shin-buddhism-is-american-buddhism/">https://www.lionsroar.com/shin-buddhism-is-american-buddhism/</a>
- Nakai, Patti, "Get Real," *Tricycle* (Spring 2013) <a href="https://tricycle.org/magazine/get-real/">https://tricycle.org/magazine/get-real/</a>

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 Course Requirements** Weekly Discussion Board Participation (50%) 94 Α A-90 Mid-Term Paper (25%) B+88 Final Paper (25%) В 84 B-80 C+78 C 74 C-70 D+68 D 64 D-60

#### **Discussion Board Participation (50%)**

 $\mathbf{E}$ 

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:
  - O 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
- o 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.
- $\circ$  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: <a href="http://www.albany.edu/disability/index.shtml">http://www.albany.edu/disability/index.shtml</a>

#### **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?: <a href="https://religion.ua.edu/links/the-students-desk/what-is-the-academic-study-of-religion/">https://religion.ua.edu/links/the-students-desk/what-is-the-academic-study-of-religion/</a>
- o Religious Studies: A Part of the Human Sciences: <a href="https://religion.ua.edu/links/religious-studies-a-part-of-the-human-sciences/">https://religion.ua.edu/links/religious-studies-a-part-of-the-human-sciences/</a>
- o 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" <a href="https://tricycle.org/podcast/guide-to-the-lotus-sutra/">https://tricycle.org/podcast/guide-to-the-lotus-sutra/</a>

#### Week 3 (02/15-02/19)

Lopez and Stone, Chapter 2

The Lotus Sutra, Chapters 2

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

#### 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?" <a href="https://www.lionsroar.com/what-happens-in-the-lotus-sutra-unpacking-the-events-in-this-famous-buddhist-scripture/">https://www.lionsroar.com/what-happens-in-the-lotus-sutra-unpacking-the-events-in-this-famous-buddhist-scripture/</a>

#### 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)



# **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 <u>distance education format</u>, a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at <u>program.review@suny.edu</u>. 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)	Institution's 6-digit SED Code:	210500			
Institutional Information	Institution's Name:	University at Albany			
	Address:	1400 Washington Avenue, Albany, NY 12222			
<b>b</b> )	Program Title:	Japanese Studies			
Registered or Proposed Program	SED Program Code	31501			
	<u>Award</u> (s) (e.g., A.A., B.S.):	B.A.			
	Number of Required Credits:	Minimum [ 120 ] If tracks or options, largest minimum [ 120 ]			
	HEGIS Code:	1108			
	<u>CIP 2010 Code</u> :	16.0302			
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				
Education Contact	Telephone: (518) 442-4850	E-mail: <u>bfranchini@albany.edu</u>			
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 jointly 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 <b>append</b> a signed letter indicating approval of this proposal):				
Section 2: Enrolln	Section 2: Enrollment				

Section 2: Enrollment

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<sup>&</sup>lt;sup>1</sup> If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

	Anticipated Headcount Enrollment			Estimated
Year	Full-time	Part-time	Total	FTE
1	15	0	15	15
2	15	0	15	15
3	15	0	15	15
4	15	0	15	15
5	15	0	15	15

# **Section 3: Program Information**

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

15 weeks

- **b)** Is this the same as term length for classroom program? [ ] No [X] Yes
- c) How much "instructional time" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) NOTE: See SUNY policy on credit/contact hours and SED guidance.

50 minutes

**d)** What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program online? If not, what proportion will be able to be completed online?

Over 50% on the program will be offered online depending on each semester, but at this time we don not 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

<u>Part A: Institution-wide Issues</u>: Submit Part A only for the <u>first</u> 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 <u>SUNY's statement on copyright and faculty ownership of instructional content</u>, 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?

<u>Part B: Program-Specific Issues</u>: Submit Part B for <u>each new request</u> 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 leaning 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?

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 <u>"authorization to operate" regulations</u> 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