FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Art & Architectural History

Courses Covered by Signatures (please list all by acronym and number):

Re-submit of already existing courses:
ARTH 103, 241, 242, 243
ARTH 210, 214, 250, 350
ARTH 277, 280, 303, 370, 375

Approve for Category 3 - EUPPA upon submission on new cover sheet & FLS syllabus statement

All others are approved except
for ARTH 350

Request to add new courses for FLA certification:
ARTH 215
ARTH 231
ARTH 278
ARTH 101
ARTH 102
ARTH 105

Strike from the list:
ARTH 255 (Latin American) we are deactivating the course

Signatures:

[Signatures]
Department Chair / Program Director  Date: 3.1.16
Dean  Date: 3/1/16
Faculty Coordinator for General Education  Date: 3/23/16
Chair, General Education Committee  Date: 3/23/16

Faculty Senate Secretariat  Date: 
Department: ART HISTORY

Course Acronym, Number, and Title: ARTH 103: HISTORY OF ASIAN ART

Category (Check only ONE )

- 1 The Role of Language in Culture
- 2 Global and Cultural Awareness
- x 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

ARTH 103 (Art History 103): History of Asian Art

This survey of the visual arts of India, China, and Japan analyzes the visual arts (architecture, sculpture and painting) of these world regions in the context of historical and documentary evidence, cultural practices, and contemporary scholarship. Students demonstrate their in-depth study of these world regions in: three exams; a comprehensive comparative cross-cultural essay; and several short assignments.
COURSE DESCRIPTION:
This course is an introduction to the arts of Asia, with an emphasis on the architecture, sculpture and painting of India, China, and Japan examined in a broadly comparative perspective. We also briefly touch on developments in Nepal, Tibet and Southeast Asia as time permits. The course is organized into three parts; the first part focuses on India, the second on China and the third on Japan.

TEXTS AND COURSE MATERIALS:
Vidya Dehejia, *Indian Art*, 1997
Mary Tregear, *Art of China*, revised ed.
OAKS: syllabus, readings, assignments, study images/Powerpoints and other important material will all be on OAKS

COURSE OBJECTIVES:
An introductory art history course, this class intends to teach the student the basic tools of visual analysis, which will be used to distinguish elements of style in various artistic traditions over time. The student will develop familiarity with a number of important types and examples of art monuments of Asia. Students will develop knowledge of the many functions and purposes of the visual arts in the Asian context. This course will enable the student to identify, analyze and interpret works of art and/or architecture in their stylistic and cultural contexts.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES
1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These outcomes will be assessed in the Final Take-home Essay (10% OF GRADE)

FOREIGN LANGUAGE ALTERNATIVE PROGRAM:
This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

ATTENDANCE POLICY:
Attendance is required and will be recorded; and more than three unexcused absences result in a drop of half a letter grade; excessive absences allows me to drop a student and assign a grade of WA. Do keep me informed of special situations, and let me know if you are having issues academically or personally that may affect your performance so that I may work with you.

SNAP POLICY:
I require verification of your SNAP status if you require accommodation. Once you obtain this from their office we can discuss options to meet your needs. Do let me know sooner rather than later so that all of us are prepared.
COLLEGE OF CHARLESTON HONOR CODE:
All students are expected to honor the provisions of the College's Honor Code. If you are not already familiar with it, it is your responsibility to become so.

CLASSROOM ETIQUETTE:
Cell phones and other devices must be silenced or turned off prior to entering the classroom; absolutely no texting in class. Recording devices may not be used without prior permission and only when the need to do so can be validated. If you have a special situation that requires you to receive a text or call, let me know and take a seat that will not disturb or distract others.

COURSE REQUIREMENTS:
There will be regular reading assignments; occasional other assignments; quizzes and/or discussions on the readings and related materials; three slide-based exams (as well as a final take-home essay; and several short and various ongoing assignments, including a brief report on an assigned discussion topic and a brief report on an outside event (see separate handouts for these).

The exams will be essay, and will be based on material presented and discussed in class, the readings, and related assignments. Students will demonstrate their ability to identify, describe, analyze and interpret works of art and/or architecture within their social, political, stylistic and cultural contexts. You will be allowed to bring a CHEAT SHEET to the exams - this will be explained and instructions given in class, but do remember this is ONE SIDE OF A SINGLE SHEET OF PAPER AND MAY INCLUDE ONLY HANDWRITTEN NOTES.

Serious illness or a family emergency are the only valid excuses for missing an exam, and these must be verified; I must be notified of such an absence by the day of the exam. You cannot take a make-up without doing this and bringing appropriate verification of your emergency. Phones that ring or are used at any time during an exam will result in an F for that exam.

Each student is required to attend one outside/ extracurricular event (lecture or other approved event) and write a brief (1-2 pp.) essay on the event. You will receive a handout with instructions for this essay.

There will be three discussion sessions on contemporary topics or issues concerning the arts of Asia. Each student will be assigned to one of the three topics, and will write a brief (1-2 pages) report on an aspect of that topic you choose to research. A handout will explain these as well.

Grades will be assessed as followed:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (3 @ 25%)</td>
<td>75%</td>
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<td>Quizzes, assignments, participation</td>
<td>5%</td>
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<td>Outside event essay</td>
<td>5%</td>
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<td>Discussion report</td>
<td>5%</td>
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<tr>
<td>Final Take-home Essay (Gen Ed)</td>
<td>10%</td>
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GRADING SCALE:
- 100-93 = A
- 92-90 = A-
- 89-87 = B+
- 86-83 = B
- 80-82 = B-
- 79-77 = C+
- 76-73 = C
- 72-70 = C-
- 69-67 = D+
- 66-63 = D
- 62-60 = D-
- 59 and below = F

IMPORTANT DATES:
Feb. 16       EXAM I
Mar. 22       EXAM II
Apr. 28 (Thurs.)   FINAL EXAM: 9-11 am
                FINAL TAKE-HOME ESSAY DUE at beginning of exam

COURSE SCHEDULE AND READING ASSIGNMENTS:
PLEASE NOTE: The schedule is subject to revisions. Changes announced in class are the responsibility of the student. Missing a class is no excuse for missing an assignment. READINGS SHOULD BE COMPLETED PRIOR TO CLASS.

Jan. 7        INTRODUCTION AND OVERVIEW
               INTRODUCTION TO ART AND ART HISTORY
               THE VOCABULARY OF VISUAL ANALYSIS;
               INTERPRETATION AND CONTEXT
               Handout on terms: posted in OAKS

 INDIA:
Jan. 12       THE EARLIEST CIVILIZATIONS: THE INDUS VALLEY
               Dehejia, Ch. 1 (Introduction), Ch. 2

Jan. 14       THE VEDIC AND UPAISHADIC ERA AND THE BUDDHA
               Keown, Ch. 1
               Recommended but not required: U-Tube: The Life of the Buddha:
               (http://video.google.com/videoplay?docid=674137804682825856#

Jan. 19, 21   BUDDHIST ART: STUPAS, CHAITYAS, MANDALAS AND STORYTELLING
               Dehejia, Chs. 3 (51-70), 5 (103-115)
               Keown, Chs. 2-4, pp. 70 – 73

Jan. 26, 28   BUDDHAS AND BODHISATTVAS IN THE KUSHAN and GUPTA PERIODS
               Dehejia, Ch. 4
               Keown, Ch. 5

Feb. 2        HINDU DEITIES
               Dehejia, Ch. 6 (136-140)
               Kinsley (on OAKS)

Feb. 4        HINDU TEMPLES: ABODES OF THE GODS
               Dehejia, Ch. 6 (141-152), Ch. 7 (155-69), 230-46

Feb. 9        SULTANS AND EMPERORS: ISLAMIC ARCHITECTURE IN INDIA
               Dehejia, Ch. 11 (249-253), Ch. 13 (299-303, 323-332)

Feb. 11       THE PAST IN THE PRESENT: NINETEENTH AND TWENTIETH CENTURIES
               Dehejia, Ch. 16, and Epilogue: Art and Modernity (409-424)
               EXAM REVIEW
               DISCUSSION GROUP I: ARTIST MF HUSAIN
               See handout for class with instructions for Group I  (Group I essays due)
Feb. 16 EXAM I

CHINA:
Feb. 18 EARLY CIVILIZATION: BRONZE AGE CHINA, SHANG and ZHOU DYNASTIES
Tregear, Ch. 2, 3
CHINA SHORT HISTORY TIMELINE (in OAKS) – for your use

Feb. 23 QIN AND HAN DYNASTIES
Tregear, Ch. 4

Feb. 25 BUDDHIST ART IN CHINA
Tregear, Ch. 5
Keown, Chs. 5-6

Mar. 1 PAINTING FOR THE COURT: THE NORTHERN AND SOUTHERN DYNASTIES AND THE TANG
Tregear, Ch. 6

Mar. 3 THE TRIUMPH OF LANDSCAPE: SONG PAINTING
Tregear, Ch. 7, 8
ALSO SEE:
http://depts.washington.edu/chinaciv/painting/4ptglnds.htm
http://www.pitt.edu/~asian/week-10/week-10.2.html

Mar. 15 THE CHINESE COURT OF THE MING AND QING
Tregear, Ch. 10, 11
Nancy Steinhardt, Chinese Imperial City Planning (OAKS)

Mar. 17 CHINA AND CHINESE ART IN THE TWENTIETH CENTURY
Tregear, Ch. 12
DISCUSSION II: Modern China: Xu Bing: see Handout and:
Xu Bing interview (OAKS) (Group II Essays due)
http://www.artistsrespond.org/artists/xu/

Mar. 22 EXAM II

JAPAN:
Mar. 24 EARLY JAPAN
Stanley-Baker, Ch. 1, Ch. 2 (20-23), Ch. 4 (24-29)

Mar. 29 THE NEW DHARMA: THE ASUKA & NARA PERIODS
Stanley-Baker, Ch. 3
Keown, review Ch. 5, read 77-83

Mar. 31 NO CLASS
Apr. 5        NEW DHARMA (continued)

Apr. 7        HEIAN JAPAN: BUDDHIST AND SECULAR TRENDS IN THE NEW AGE
              Stanley-Baker, Ch. 4 (76-98)

Apr. 12       ARTS IN THE ASHIKAGA AND MOMOYAMA PERIODS
              Stanley-Baker, Ch. 5 (107-109, 114-140)
              Reading on Zen (OAKS)

Apr. 14       NEW DEVELOPMENTS IN EDO PAINTING AND PRINTS
              Stanley-Baker (183-193)

Apr. 19       MODERN JAPAN
              Stanley-Baker, Ch. 7
              DISCUSSION III: Class Handout (Group 3 essays due)

**FINAL EXAM: Thursday, April 28, 9-11 am**
Department: ART HISTORY

Course Acronym, Number, and Title: ARTH 241: History of the Art of India

Category (Check only ONE )

_____ 1 The Role of Language in Culture

_____ 2 Global and Cultural Awareness

____ x 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

ARTH 241 (Art History 241): History of the art of India

This survey of the visual arts of India, analyzes the visual arts (architecture, sculpture and painting) of this world region in the context of historical and documentary evidence, cultural practices, and contemporary scholarship. Students demonstrate their in-depth study of this world region through: three exams; response papers and/or essays; a research paper, and several short assignments.
TEXTBOOKS:
Vidya Dehejia, Indian Art. Phaidon, 1997
OAKS: your source for: Snapshot of Indian History, Powerpoints, Readings, Assignments

COURSE DESCRIPTION AND OBJECTIVES:
Any overview of the rich and diverse artistic traditions that flourished in the Indian subcontinent from about 2500 BCE to the present requires that the material and topics included be highly selective. The complex history of South Asia, usually characterized by diverse regional developments rather than political or cultural unity, can make studying the art of India daunting. Thus, even as we examine the continuing innovations that characterize the visual arts of South Asia over time, the material is organized in a manner intended to develop an appreciation of certain patterns of form, style, and thematic content that continue in a variety of guises and under varying cultural, historical and political circumstances.

Students will demonstrate familiarity with: (1) cultural developments that gave rise to monumental art in South Asia; (2) the monument types – including architecture, sculpture, painting, and other media – that characterize the visual tradition of South Asia; (3) be able to explain the ways in which certain monuments communicate the beliefs and accommodate the practices of particular religious groups; (4) use indigenous vocabularies in discussing and describing developments in South Asian visual culture; (5) demonstrate understanding of the ways museum displays and exhibitions have shaped public knowledge of India and Indian culture both historically and today.

We will examine: (1) the foundations of Indian art to ca. 1200; (2) pre-modern India (i.e., ca. 1200-ca. 1800); (3) colonial and contemporary South Asia. In order to make sense of the vast panorama that is South Asian art, to delve into the cultural patterns that shaped it, and to begin to understand Indian art on its own terms, you will be responsible for assigned readings as well as class lectures and discussion. Read your assignments before class in order to be prepared, but especially when a discussed is scheduled.

A concept that persists in Indian visual, literary, philosophical and religious culture, *alamkara* (‘ornament, decoration’) will comprise a unifying theme in our approach to the visual culture of India this semester, as will *rasa*, a concept used in the context of enjoying and appreciating art. Several readings address this notion and will be integrated with our class materials.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES
1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These outcomes will be assessed in the Final Take-home Essay (10% of grade)

FOREIGN LANGUAGE ALTERNATIVE PROGRAM:
This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Grades are based on

- 3 exams @ 20% 60%
- Comprehensive: Final take-home essay (Gen Ed assignment) 10%
- Response paper: @ 5%
- Research paper 25%

Attendance and preparation for class are necessary to success; more than three unexcused absences results in a drop in your grade. If you have a family emergency or medical excuse for missing an exam I must be notified on the exam day. Changes in schedule or assignments that are announced in class and/or on OAKS are the student’s responsibility. Missing a class is no excuse for missing an assignment, so stay in touch with someone if you miss.

If you are a SNAP student and expect that you will require accommodation for exams or in other ways, please see me as soon as possible so we identify your needs and be prepared. I do require written verification of your SNAP status.

EXAMS will be primarily essay questions based on images; though you will be asked to IDENTIFY the title, artist or patron (if relevant), period, and period dates, you will be able to bring a ‘cheat sheet’ to the exam: we will discuss this well before the exam. You will be asked to identify, describe, and/or analyze the elements of style that are characteristic of the period, place, patron and/or artist. Questions will also ask you to describe, discuss and explain the works in their historical, cultural, social and/or artistic setting, and what these works tell us about the time and place in which they were created.

CLASSROOM ETIQUETTE:
It should go without saying that cell phones and other devices must be silenced or turned off prior to entering the classroom; absolutely no texting in class. Recording devices may not be used without prior permission and only when the need to do so can be validated. If you have a special situation that requires you to receive a text or call, let me know and take a seat that will not disturb or distract others.

Jan. 7 INTRODUCTION: WAYS OF SEEING INDIAN ART
Handout: Style and Subject matter as categories of analysis
Readings: Dehejia, Ch. 1, Experiencing Art

Jan. 12 THE Earliest civilization: THE INDUS VALLEY
Readings: Dehejia, Ch. 2: 24-36

Jan. 14 THE VEDIC AND UPANISHADIC ERAS AND THE ORIGINS OF BUDDHISM
Readings: Dehejia, Ch. 2: 36-42; Keown, Ch. 1, 2, 4

Jan. 19 MAURYA ERA: THE BEGINNINGS OF ‘INDIAN ART’
Readings: Dehejia, Ch. 2: 42 – 48; Keown, Ch. 3; Dehejia, “The Idealized Body and Ornament,” pp. 24 – 33 (OAKS)

Jan. 21 EARLY BUDDHIST ART: STUPAS AND STORIES
Readings: Dehejia, Ch. 3; “Idealized Body and Ornament,” pp. 34 – 40 (OAKS)
Jan. 26  
**THE BUDDHA IMAGE AND THE BODHISATTVA IN THE KUSHAN ERA**  
Readings: Dehejia, Ch. 4: 78-97; Vidya Dehejia and Daryl Y. Harnisch, “Yoga as a Key to Understanding the Sculpted Body,” *Representing the Body*, OAKS  
Dehejia, “The Idealized Body and Ornament,” 40 – 46 (in OAKS)

Jan. 28  
**BUDDHAS, BODHISATTVAS AND JINAS IN THE GUPTA PERIOD**  
Readings: Dehejia, Ch. 4: 96 – 100; “The Body and Ornament,” pp. 46 -74  
**DISCUSSION OF READINGS: Dehejia and Yarnrisch, “Yoga…” Dehejia, The Body Adorned**

Feb. 2  
**ROCK-CUT ARCHITECTURE OF AJANTA AND LATER BUDDHIST ART**  
Readings: Dehejia, Ch. 5: 102-124

**FEB. 4**  
**EXAM I**

Feb. 9  
**RESPONSE PAPER HANDOUT; RESEARCH PAPER TOPICS AND DISCUSSION**  
Handout on papers

Feb. 11  
**EARLY HINDU ART IN THE NORTH: THE GUPTAS - EARLIEST TEMPLES**  
Readings: Dehejia, Ch. 6, 5: 124 – 134

Feb. 16  
**THE EARLY HINDU SOUTH: THE PALLAVAS, THE COLAS, AND BHAKTI**  
Readings: Dehejia, Ch. 8, 9; Richard Davis essay, from *The Sensuous and the Sacred: Chola Bronzes of South India* by Vidya Dehejia, ed., OAKS

Feb. 18  
**NAGARA AND DRAVIDA**  
Readings: Dehejia, Ch. 9, 10  
Kinsley, “Hindu Art,” OAKS  

Feb. 23  
**LATER HINDU TRADITIONS**  
Pika Ghosh, Selections from *Temple to Love*, OAKS

Feb. 25  
**SULTANATE : EARLY ISLAM IN INDIA**  
Readings: Dehejia, Ch. 11  
Blair and Bloom, “Islam,” OAKS

Mar. 1  
**SULTANATE AND EARLY ISLAM IN INDIA (cont)**  
**EXAM REVIEW**

Mar. 3  
**EXAM II**

**Mar. 8, 10**  
**SPRING BREAK!!**

Mar.15  
**CITY OF VICTORY: VIJAYANAGARA AND THE LATE SOUTH**  
Readings: Dehejia, Ch.12

Mar. 17  
**MUGHAL ARCHITECTURE & PAINTING: AKBAR**  
Readings: Dehejia, Ch. 13
Mar. 23  MUGHAL PAINTING & ARCHITECTURE: JAHANGIR & SHAH JAHAN
Readings: Dehejia, Ch. 13

Mar. 25, 29  PRINCES, PALACES AND PAINTING: RAJPUT AND PAHARI ARTS
Readings: Dehejia: Ch. 14
“The Idealized Body and Ornament”

Mar. 31  NO CLASS – WORK ON RESEARCH PROJECTS

Apr. 5, 7  ART DURING THE BRITISH RAJ
Readings: Dehejia, Ch. 16

APR. 12  PAPERS DUE
A ‘NEW’ INDIAN ART: NATIONALISM AND MODERNISM
Readings: Tapati Guha-Thakurta, “Orientalism, Nationalism and Reconstruction...” OAKS

Apr. 14  INDIAN ART IN THE 20TH CENTURY
Readings: Dehejia: Epilogue; other materials in OAKS

Apr. 19  VIEWS OF CONTEMPORARY INDIAN ART
Dehejia: Epilogue
Exam Review

FINAL EXAM:  THURSDAY APRIL 28, 4-7 PM
Department: ART HISTORY

Course Acronym, Number, and Title: ARTH 242: History of the Art of China

Category (Check only ONE)
- 1 The Role of Language in Culture
- 2 Global and Cultural Awareness
- x 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

ARTH 242 (Art History 242): History of the Art of China

This survey of the visual arts of China analyzes the visual arts (architecture, sculpture and painting) of this world region in the context of historical and documentary evidence, cultural practices, and contemporary scholarship. Students demonstrate their in-depth study of this world region through: three exams; response papers and/or essays; a research paper, and several short assignments.
COURSE DESCRIPTION AND OBJECTIVES:
The 21st century is often hailed as the “Asian Century” based on the rapid growth of Asian economies and their potential to increasingly dominate global politics and economics. China is clearly at the vanguard of these developments. Its cultural exports are ubiquitous in our everyday lives from food fashion to building materials and everyday consumer products to cinema. A sound understanding of Chinese culture and history is thus all the more urgent.

This course introduces students to the history of the visual arts of China from prehistoric times to the present. We examine a wide range of visual media as both cultural production and mode of visual communication. Students will develop skills to analyze and interpret these works, and to consider the ways in which knowledge about China, even the “idea” of China, is produced by its visual culture.

General Education Student Learning Outcomes
Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These outcomes will be assessed in the take-home essay to be turned in at the final exam (10% of grade).

Foreign Language Alternative Program:
This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

GENERAL:
You may contact me by email at any time or see me during my office hours. Do keep me informed of issues related to the course materials or personal issues that might affect your performance. Timely communication is important.

Lu Peng, A Pocket History of 20th-Century Chinese Art
Additional readings posted in OAKS

COURSE REQUIREMENTS:
EXAMS:
There will be three exams, each worth 20%.

PAPERS/PROJECTS:
There will be a research project on Modern/Contemporary China worth 20%. You will receive a handout on this (also in OAKS) that speaks to various deadlines involved.
There will also be two critical response papers, each worth 10%. The handouts on these explain the assignment and due dates. All due dates are also listed on the syllabus.

**GRADE:**

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<th>Assignment</th>
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<tr>
<td>3 exams</td>
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<tr>
<td>Research project</td>
<td>20% (includes presentation)</td>
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<td>Response essay 1</td>
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<td>Response essay 2</td>
<td>10% (General Education assignment)</td>
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<td><strong>Total</strong></td>
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**IMPORTANT DATES:**

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<tr>
<td>EXAM I</td>
<td>Sept. 20</td>
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<tr>
<td>Jiha Moon Lecture</td>
<td>Oct. 24, 2 pm Recital Hall Simons Center</td>
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<td>EXAM II</td>
<td>Oct. 29</td>
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<td>FINAL PROJECTS DUE</td>
<td>Nov. 24</td>
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<td>FINAL EXAM</td>
<td>Dec. 10</td>
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**COLLEGE OF CHARLESTON GRADING SCALE:**

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**ATTENDANCE:**

Attendance is mandatory. I keep a record, and three absences result in a drop in grade. Additional absences – my definition of excessive – can lead to your being dropped from class.

**SNAP POLICY:**

I require verification of your SNAP status, which you can get from their office. We can discuss options available to accommodate your needs. Sooner is preferable to later.

**COLLEGE OF CHARLESTON HONOR CODE:**

All students are expected to honor the provisions of the College's Honor Code. If you are not already familiar with it, it is your responsibility to become so.

**CLASSROOM ETIQUETTE:**

Texting in class is rude and will not be accepted. If you have a situation that requires being “on call,” inform me accordingly and sit where you will not disturb others, and please silence your device.

Recording devices may not be used without prior permission and only when the need to do so can be validated. Any student whose phone rings or sends messages during an exam will receive an “F” for that exam.

**SCHEDULE:**

It is very important that you keep up with the readings, and be prepared for each class as well as for discussions on readings that are part of the class activities. Schedule subject to change.

**Aug. 25**  
**Introduction to China, and the arts of the Neolithic Era in China**  
*Read:*  Sullivan, Ch. 1

**Aug. 27**  
**Tomb Art, Ritual Art: The Shang Dynasty**  
*Read:*  Sullivan, Ch. 2

Sept. 1  The Zhou Dynasty: Western and Eastern Zhou and the Warring States
Read: Sullivan, Ch. 3
Wu Hung, Monumentality in Early Chinese Art and Architecture, pp. 1-15 (in OAKS)
On Confucianism:
http://www2.kenyon.edu/Depts/Religion/Fac/Adler/Reln270/Berling-Confucianism.htm
Also go to U-Tube
On Daoism:  http://metmuseum.org/toah/hd/daoi/hd_daoi.htm

Sept. 3  The First Empires: Qin Dynasty and Han Dynasties
Read: Sullivan, Ch. 4

Sept. 8  Building Empire: the Han
Read: Sullivan, Ch. 4
Handout on Carol Duncan Reading

Sept. 10 Disruption, Disunity: Three Kingdoms and Six Dynasties
Read: Sullivan, Ch. 5

Sept. 15  continued

Sept. 17 Unity, Consolidation, Expansion: Sui and Tang Dynasties
Read: Sullivan, Ch. 6

Sept. 22 Tang continued

Sept. 24 DISCUSSION: Carol Duncan, “Art Museum as Ritual,” from Civilizing Rituals: Inside Public Art Museums, Chapter 1

Sept. 29 EXAM 1

Oct. 1  Turning Inward: Five Dynasties and Song: The Northern Song
Read: Sullivan, Ch. 7

Oct. 6  Song continued
Read: Excerpts from Richard Edwards, The Heart of Ma Yuan: The Search for a Southern Song Aesthetic (Hong Kong, 2011) in OAKS

Oct. 8  Southern Song continued

Oct. 13 The Art of the Court and the Art of Dissent: the Yuan Dynasty
Read: Sullivan, Ch. 8

Oct. 15 NO CLASS: research day: work on projects

Oct. 20 FALL BREAK: NO CLASS

Oct. 22 NO CLASS: research day
Oct. 27  Yuan continued

Oct. 29  EXAM II

Nov. 3  Reestablishing Native Rule: Courtly Tastes and Collecting in the Ming Dynasty
Read: Sullivan, Ch. 9

Nov. 5  Ming (cont’d)

Nov. 10  Manchu Rule: Identity, Hierarchy, and Literati in the Qing Dynasty
Read: Sullivan, Ch. 10
Lu Peng, Ch. 1, 2

Nov. 12  Qing Dynasty continued
Read: Lu Peng, Ch. 3, 4

Nov. 17  Revolution, Nationhood and Modernity: late Qing and early Twentieth Century
Read: Sullivan, Ch. 11
Lu Peng, Ch. 5, 6

Nov. 19  Twentieth Century continued
Lu Peng, Ch. 7, 8

Nov. 24  After the Cultural Revolution – the new China
Read: Sullivan, Chapter 11
Lu Peng, Ch. 10, 11
Wu Hung, “Tiananmen Square: A Political History of Monuments,” from Remaking Beijing. Tiananmen Square and the Creation of a Political Space, 15-51 (in OAKS)
Student presentations

STUDENT RESEARCH PROJECTS DUE

Nov. 26  THANKSGIVING – NO CLASS

Dec. 1  After the Cultural Revolution and Contemporary China:
Lu Peng, Ch. 12, 13
Student Presentations

Dec. 3  Contemporary China
Student Presentations
Discussion: Wu Hung reading

Dec. 10  FINAL EXAM: NOON – 3 pm
Turn in Final Essay (for General Education)

RESERVE LIST: The following are on reserve at the Circulation Desk, Addlestone Library:

Contradictions. Artistic Life, the Socialist State, and the Chinese Painter Li Huasheng (Seattle: University of Washington, 1993) ND 1049 L4765 S56 1993
Wu Hung. Displacement. The Three Gorges Dam and Contemporary Chinese Art. (Chicago: Smart Museum of Art, University of Chicago), 2008 N7345.6W84 2008
______, Transcience: Chinese Experimental Art at the End of the Twentieth Century (Chicago: University of Chicago, 1999) N7345 W82 1999

RECOMMENDED READING LIST: The following books are available at the Addlestone Library
Asia Society Galleries, The Chinese Scholar’s Studio: artistic life in the late Ming, 1987 (N7343.5 C54 1987)
Cahill, James, The Compelling Image: Nature and Style in Seventeenth-Century Chinese Painting, 1982 (ND1043.5 C34)
______, Hills Beyond a River: Chinese Painting of the Yuan Dynasty, 1976 (ND1043 C3 vol. 1)
______, Parting at the Shore: Chinese Painting of the Early and Middle Ming Dynasty, 1368-1580, 1978 (ND1043 C33 v. 2)
______, The Distant Mountains: Chinese Painting of the Late Ming Dynasty, 1570-1644, 1982 (ND1043 C33 v. 3)
______, The Painter’s Practice, 1994 (ND1043.5 C35 1994)
deBary, William T., Sources of Chinese Tradition, 1960 (DS703 D4 1966)
Fong, Wen, Sung and Yuan Painting, 1973 (ND1943.5 F82)
______, Beyond Representation: Chinese Painting and Calligraphy, 8th-14th century, 1973 (ND1043 C3 v. 2)
Fu, Marilyn, Studies in Connoisseurship, 1973 (ND1043.5 F82)
Lawton, Thomas, Chinese Art of the Warring States Period: Change and Continuity, 480-222 BC, 1982 (NK1068 L35 1983)
Little, Stephen, Realm of the Immortals, 1988 (NK1678 T36 L38 1988)
______, Along the Ancient Silk Routes, 1982 (N8193 A75 15H37 1982)
Munakata, Kiyohiko, Sacred Mountains in Chinese Art, 1991 (N8214.5 C6 M86 1991)
Silbergeld, Jerome, Chinese Painting Style: media, methods, and principles of form, 1982 (ND1040 S47 1982)
Snellgrove, David, ed., The Image of the Buddha, 1978 (N8193.2 A4145 1978b)
Swann, Peter, Chinese Monumental Art, 1963 (N7349 S9443)
Watson, William, The Art of Dynastic China, 1981 (N7343.22 W3713)
Department: Art History

Course Acronym, Number, and Title: ARTH 243: History of the Art of Japan

Category (Check only ONE )

_____ 1 The Role of Language in Culture

_____ 2 Global and Cultural Awareness

x 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

ARTH 243 (Art History 243): History of the Art of Japan

This survey of the visual arts of Japan analyzes the visual arts (architecture, sculpture, painting, printmaking, and textile and decorative arts) of this world region in the context of historical and documentary evidence, cultural practices, and contemporary scholarship. Students demonstrate their in-depth study of this world region through: three exams; response papers and/or essays; a research paper, and several short assignments.
ART HISTORY 243: ART OF JAPAN
FALL 2013

Mary Beth Heston
Office: Communications Museum 101/2
Office hours: M, T, W 2-3, R 11-12, and by appointment
Telephone: 953-6313 (my office)
953-8285 (Art History)
email: hestonm@cofc.edu

TEXTS:
OAKS: posted additional readings, visual materials (PowerPoints), course content, etc.

COURSE DESCRIPTION:
A study of the arts of Japan through early modern times, with emphasis on historical, social, and religious context. Topics include ceramic and architectural traditions of prehistoric Japan, Buddhist architecture, sculpture, and painting; development of the “Japanese Style,” Zen art, and the popular art of woodblock prints in pre-modern Japan. We also examine modern Japan and the contemporary period.

THIS COURSE SATISFIES THE GENERAL EDUCATION OUTCOMES FOR HUMANITIES:
General Education Student Learning Outcomes
1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These outcomes will be assessed in the final (take home) essay submitted as part of the final exam (10% of grade)

FOREIGN LANGUAGE ALTERNATIVE PROGRAM:
This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

COURSE REQUIREMENTS:
There will be three exams, a research paper (8-10 pp.), a final take-home essay, and various assignments and reports throughout the term. The exams will consist of both identification of slides of works of art (title, location, period, period dates), and essays. In the exam essays you will be asked to discuss specific questions that require examining, analyzing and interpreting historical, stylistic, religious, social and/or aesthetic aspects of works of art. You will be responsible for material covered in lectures, readings, discussion, research assignments and any activities assigned outside of class.

Late papers will be marked down 3 points for every day they are late.

GRADES:
Breakdown of grades is as follows:
3 Exams @ 20% each
Research Paper
Final Take-home Essay
Assignments, essays, discussions
60%
20%
10%
10%
100%
ATTENDANCE:
Attendance is necessary to success in the course, for much of what takes place in class is not available elsewhere, and will constitute an important percentage of what is required on exams. More than three unexcused absences will result in a drop of half a letter grade. More than five unexcused absences permits me to delete your name from the roster. Missing class is not an excuse for missing an assignment. There will be no make-ups for in-class quizzes. Come to class, be prepared - do the readings and other assignments as they are required, be prepared for discussions - and you will be in command of the material. You will be able to view the PowerPoints after we have completed a unit and these will remain available to you on OAKS. Emergencies are the only valid excuse for missing an exam; I must be notified the day of the exam, and you will only be able to take a make-up exam if you have done so and have the necessary verification.

Please let me know as soon as possible if you are having difficulty in any way. I want to help but need to know there is a problem in order to address it. I am very approachable and appreciate knowing as early as possible; it gives us more time to address and correct problems.

SNAP POLICY:
If you are a SNAP student and require or think you might require special accommodations please notify me as soon as possible. Please bring the necessary paperwork documenting your SNAP status to me. We can discuss options available to accommodate your needs. Please realize that the sooner I am aware of your needs the less likely it is that problems will develop.

COLLEGE OF CHARLESTON HONOR CODE:
All students are expected to honor the provisions of the College's Honor Code. If you are not already familiar with it, it is your responsibility to become so.

CLASSROOM ETIQUETTE:
It should go without saying, but all cell phones and other devices must be turned off prior to entering the classroom; telephones that ring or are consulted, as well as texting are disruptive and will not be tolerated. Recording devices may not be used without prior permission and only when the need to do so can be validated.

GRADING SCALE:

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<thead>
<tr>
<th>Score Range</th>
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<tr>
<td>100-93</td>
<td>A</td>
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<td>92-90</td>
<td>A-</td>
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<td>89-87</td>
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<td>86-83</td>
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IMPORTANT DATES:

<table>
<thead>
<tr>
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<th>Event</th>
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<tbody>
<tr>
<td>SEPT. 17</td>
<td>EXAM I</td>
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<tr>
<td>SEPT. 19</td>
<td>PAPER TOPICS ASSIGNED</td>
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<tr>
<td>OCT. 22</td>
<td>EXAM II</td>
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<td>NOV. 5</td>
<td>RESEARCH PAPERS DUE</td>
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<td>DEC. 7 (Sat.)</td>
<td>FINAL EXAM: 9 – 11 am</td>
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<td></td>
<td>FINAL TAKE-HOME ESSAYS DUE</td>
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TOPICS, SCHEDULE AND ASSIGNMENTS:

Aug. 20       | INTRODUCTION TO THE ARTS OF JAPAN    |
|              | Readings: Joan Stanley-Baker, Introduction, 7-13 |
|              | Assignment for discussion: distinctive features of Japan |
THE BIRTH OF JAPAN:
Aug. 22  
JOMON AND YAYOI PERIODS  
Readings: Stanley-Baker, Ch. 2, 14-20

Aug. 27  
KOFUN ERA  
Stanley-Baker, Ch. 2, 20-23

Aug. 29  
SHINTO AND ART  
Stanley-Baker, Ch. 3, 24-27  
William Coald rake, “Ise Jingu,” from Architecture and Authority in Japan, Ch. 2, pp. 16-17, 20-42: in OAKS (see Discussion questions)

Sept. 3  
Discussion: Shinto and Japan

THE ENCOUNTER WITH CHINA AND BUDDHISM:
Sept. 5  
ARTS OF THE ASUKA PERIOD  
Readings: Stanley-Baker, Ch. 3, 24-40

Sept. 10  
HAKUHO PERIOD ARTS (EARLY NARA)  
Stanley-Baker, Ch. 3, 40-50

Sept. 12  
TEMPOY PERIOD ARTS (LATER NARA)  
Stanley-Baker, Ch. 3, 50-58  
John Rosenfield, selection from The Great Eastern Temple, pp. 17-31, in OAKS (see Discussion Questions handout)

Sept. 17 EXAM I

Sept. 19  
PAPER TOPICS: handout and discussion

“JAPANESE STYLES” AND COURT CULTURE  
BUDDHIST ARTS OF THE HEIAN PERIOD  
Stanley-Baker, Ch. 4, 59-76

Sept. 24  
YAMATO-E AND SECULAR ARTS OF THE HEIAN PERIOD  
Stanley-Baker, Ch. 4  
Varley reading on Heian (in OAKS)  
The Tale of Genji (synopsis, brief selection; both in OAKS)

SAMURAI CULTURE AND THE COMING OF PURE LAND BUDDHISM:
Sept. 26  
BUDDHIST ARTS OF THE KAMAKURA PERIOD  
Stanley-Baker, Ch. 5, 107-118

Oct. 1  
COURT AND SECULAR ARTS, PAINTING OF THE KAMAKURA  
Stanley-Baker, Ch. 5

Oct. 3  
ASHIKAGA/ MUROMACHI PAINTING  
Stanley-Baker, Ch. 5

Oct. 8  
ZEN ARCHITECTURE AND GARDENS  
Stanley-Baker, Ch. 5

Oct. 17  
THE TEA CEREMONY AND CERAMICS  
Stanley-Baker, Ch. 5  
Discussion on Arts of Zen Buddhism

Oct. 22  
EXAM II

TURBULENT TRANSITIONS

Oct. 24  
MOMOYAMA ARCHITECTURE AND PAINTING  
Stanley-Baker, Ch. 6

Oct. 27  
EDO ARCHITECTURE AND PAINTING  
Stanley-Baker, Ch. 6

THE DEVELOPMENT OF MODERN JAPAN

Nov. 5  
THE WORLD OF UKIYO-E: EDO PRINTS  
JAPANESE PRINTS AND THE WEST  
Stanley-Baker, Ch. 6  
RESEARCH PAPERS DUE

Nov. 7  
NO CLASS

Nov. 12  
THE MEIJI ERA: ARCHITECTURE  
Mason, Ch. 7  
Dallas Finn, “Reassessing the Rokumeikan,” from Ellen Conant, Challenging Past and Present: The Metamorphosis of Nineteenth-Century Japanese Art, Chapter 11: OAKS (see Study Questions)

Nov. 14, 19  
THE MEIJI ERA: YOGA and NIHONGA  
Stanley-Baker, Ch. 7  
Additional readings TBA

Nov. 21, 26  
MODERN JAPAN (and REVIEW)  
Readings TBA

FINAL EXAM  
Saturday, December 7, 9 – 11 am
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Asian Studies

Courses Covered by Signatures (please list all by acronym and number):

ARST 100
ASST 101
LTPJ 250
LTPJ 350
LTCH 250
LTAR 350
CHST 340

Signatures:

[Signatures and dates]

Department Chair /Program-Director  Date

Dean  Date

Faculty Coordinator for General Education  Date

Chair, General Education Committee  Date

Faculty Senate Secretariat  Date
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Asian Studies

Course Acronym, Number, and Title: ASST 101 Introduction to Asian Studies

Category (Check only ONE)

_____ 1 The Role of Language in Culture

_____ 2 Global and Cultural Awareness

_____ X 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

The course focuses on Asia and its importance in the world today by offering an introduction to its cultural diversity, particularly the development of socio-political and historical phenomena. While it is impossible to cover every aspect of Asia in a single semester, the aim is to establish a foundation in the study of Asia and to facilitate a more sensitive understanding of the interdisciplinary approaches within this field.

Through readings and research assignments, which involve using indigenous terms and vocabulary, students will acquire an ability to analyze and synthesize material in comparative perspective. By investigating different regions of Asia both historically and today in a comparative context, from diverse disciplinary perspectives, and using both primary and secondary sources, students will demonstrate knowledge of the diverse traditions, cultures, institutions, and practices that have shaped Asia, of the ways in which the past informs the present. Emphasis will be on active learning.
ASST 101 Introduction to Asian Studies
Spring 2016

MWF, 1:00-1:50 6PM, Bellsouth 400

Instructor:
Office:
E-mail:
Phone:
Office Hours:

Course Description and Objectives: The 21st century is already being hailed as the “Asian Century” based on the rapid growth of Asian economies and their potential to dominate global politics and culture. This course offers an introduction to the cultural diversity of Asia, particularly the development of socio-political and historical phenomena. The course serves as an entry point to the Asian Studies minor, but is open to students of all majors who have an interest in the region. While it is impossible to cover every aspect of Asia in a single semester, the aim is to establish a foundation in the study of Asia and to facilitate a more sensitive understanding of the interdisciplinary approaches within this field.
Through readings and research assignments, which involve using indigenous terms and vocabulary, students will acquire an ability to analyze and synthesize material in comparative perspective. By investigating different regions of Asia both historically and today in a comparative context, from diverse disciplinary perspectives, and using both primary and secondary sources, students will demonstrate knowledge of the diverse traditions, cultures, institutions, and practices that have shaped Asia, of the ways in which the past informs the present. Emphasis will be on active learning.

Texts: There is no required text for this course. Readings will be assigned on a class-to-class basis. Selected texts and films can be found on OAKS, on reserve at the Addlestone Library, or on a website as identified. OAKS will also hold other course materials, such as the syllabus, handouts, and assignment information.

Recommended texts placed on Library Reserves include:


Class Preparation: The reading assignment will be discussed on the day it is listed. You should read it beforehand for homework. Please come prepared to participate by completing any assigned work including readings.
General Education Student Learning Outcomes:

This course meets the following General Education requirements for Humanities:

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed in the final report/Newspaper Project that constitutes the final exam.

Asian Studies Learning Outcome:

1. Students will demonstrate their ability to analyze one or more issues relevant to the larger Asian region.
2. Students will examine and analyze at least two of the diverse regions of Asia from a comparative perspective.

These outcomes will be assessed in a question added to the final report that constitutes the final exam.

Foreign Language Alternative Syllabus Statement
This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

FLA Program Learning Outcome 3
Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

Requirements and Grading Policy:

Attendance and Participation: regular attendance at all lectures (If you miss class, you are still responsible for all material covered during that class. An Absence Memo from the Office of the Associate Dean of Students is required for ALL excused absences. More than 3 unexcused absences during the semester will automatically lower your course grade by one full letter. Every additional unexcused absence will result in further lowering of the course grade by a full letter. Six unexcused absences will result in W/A. Tardy arrivals (15 minutes) will be recorded absent; careful preparation of all reading assignments; active participation in discussions and classroom activities.

Map Quiz (5%): Fundamental to any study of Asia is a solid grasp of its geography. Your knowledge of countries and other physical aspects will be assessed during the
second week.

Quizzes (20%): A total of 6 quizzes comprising multiple choice and/or multiple answer questions will be administered in class. These will assess your knowledge of the topics and readings covered in class during the previous week(s). The lowest scoring quiz will be dropped.

Reading/Viewing Responses & In-Class Activities (15%): These will comprise different active-learning exercises ranging from primary source analyses to “one minute papers.” Graded on a check plus (A), check (B), check minus (C), fail (F), or 0 (no submission) basis, these activities will be equal in weight but there is no limit to the number assigned. Prior preparation/writing in addition to assigned readings may be required.

Mapping Project (20%): Create a total of 5 maps based on statistical data and research. Each will illustrate one of the following themes: People, Wealth and Power, War and Peace, Rights and Respect, The Planet.

Interview Project (15%): Synthesize a 3-page report based on interviews you conduct with 3 different individuals about their perceptions of Asia.

Final Exam/Newspaper Project (25%): Choose an Asian country of interest and one contemporary topic (e.g. women’s rights, artistic movements, education, health policies, environmental politics, corruption cases, etc.). You will follow the topic for through the semester starting from Week 5 in major news publications. Every class period, I will ask 2-3 students to present their news for 1-2 minutes. I will choose at random, so be prepared to present your summary to the class! Keep a log of your findings (you will need to print the articles and materials your read, put a date stamp on them, bind them and submit with your final report) and then synthesize a 5-page report discussing your research. Place your discussion in the context of other relevant primary sources that we used in class during the semester. You will also write a short essay (2 pages), in which you will place and analyze the issue addressed in your project within the context of the larger region in Asia; the essay will constitute 10% of your final project grade.

Grading Scale:

92-100=A  
90-92=A-  
86-89=B+  
83-85=B  
80-82=B-  
76-79=C+  
73-75=C  
70-72=C-  
66-69=D+  
63-65=D  
60-62=D-  
0-59=F

Late Work and Extensions: Some of the assignments for the course are either in-class or have in-class components; these cannot be made up. For other assignments, extensions will only be
granted under documented extenuating circumstances. Any unapproved late work will result in 10% grade deductions per day (including non-class days); after four days the assignment will receive an F.

**Note on Plagiarism:** All written work submitted in this course, except for acknowledged quotations, is to be expressed in your own words. It should also be constructed upon a plan of your devising. Work copied from a book, from another student's paper, or from any other source is not acceptable. The submission of such copied work will, under College rules, render the offending student subject to an F grade for the work in question or for the whole course, and will also make her/him liable for further disciplinary action. Moderate quotation for illustrative ends is often advantageous. Such passages must be placed within quotation marks or otherwise identified. Moreover, if reliance is placed upon a particular work for ideas, acknowledgment must be made. The instructors will be glad to answer questions as to the proper use of footnotes and citations for identification of sources.

**Note for Students with Disabilities:** If you have special needs related to a disability that may affect your performance in this course and if you need any accommodations to help you, please notify the instructor ahead of time.

**Classroom Etiquette:**

**Cell phones are NOT allowed.** Students who are caught using cell phones **AND Laptops** for other purposes than taking lecture notes will be asked to leave and will be marked absent.
Course Schedule

This schedule is tentative. Changes will be announced in advance. All readings MUST be completed before the week they are due.

**Week 1**
Friday, Jan. 8

No Class

**Week 2**
Jan. 11, 13 & 15

Course Introduction
What is Asia?

*Reading:*

* “What is Asia?” by Philip Bowring [OAKS]
* Mason, “Introduction”, pp. 1-10 [OAKS]

**Week 3**
Jan. 20 & 22

Imagining Asia: Reality and Perception

*Reading:*


**In-Class Map Quiz on Wednesday, January 20**

**Week 4**
Jan. 25, 27 & 29

Discourse and Asia

*Reading:*

* “The West and the Rest: Discourse and Power” by Stuart Hall, pp. 56-60 [OAKS]
* “With the Royal Standard Unfurled,” Letter by Christopher Columbus
* The Human Record Vol. 1, pp. P-6 – P-13; Vol. 2, pp. P-7 – P-13 [OAKS]
* Excerpts from John Mandeville and Marco Polo [OAKS]
Religions and Ideologies

Reading:
* “Armageddon in a Tokyo Subway” by Mark Juergensmeyer [OAKS]
* Selections from the Human Record on Hinduism [OAKS]

Reading Response Due on Wednesday, January 27
Mapping Project # 1 Due on Friday, January 29

Week 5
Feb. 1, 3 & 5

Hinduism and Buddhism

Reading:
* Selections from the Human Record on Buddhism [OAKS]

Quiz # 1 on Monday, February 1
Newspaper Project Topic Selection Due on Monday, February 1

Week 6
Feb. 8, 10 & 12

Religions: Confucianism and Taoism

Reading:
* Selections from the Human Record on Confucianism and Taoism [OAKS]

Week 7
Feb. 15, 17 & 19

Religions: Islam and Christianity

Reading:
* Selections from the Human Record on Islam and Christianity [OAKS]
Reading Response Due on Wednesday, February 17

Week 8
Feb. 22, 24 & 26

Traditions and Gender Roles

Reading:
* Excerpt from *Sati: The Blessing and the Curse* edited by John Stratton Hawley [OAKS]
* Excerpt from “Foot Binding to Modern Fashion” by Valerie Steele and John Major [OAKS]
* “The Asian Mystique” by Sheridan Prasso, pp. 3-28 [OAKS]

Quiz # 2 (Religions and Traditions) on Friday, February 26
Mapping Project # 2 Due on Friday, February 26

Week 9
Feb. 29
Mar. 2 & 4

Pre-Colonial India

Reading:
* Mason, Chapters 2, 3, and 15 (pp. 143-48) [OAKS]
* “India in the Age of Empires” from the *Human Record* [OAKS]

Mapping Project # 3 Due on Friday, March 4

Week 10
Mar. 7, 9 & 11

SPRING BREAK

Week 11
Mar. 14, 16 & 18

Pre-Modern China

Reading:
* Mason, Chapters 5, 6, (pp. 64-71), 8 and 9 [OAKS]
* “China: The Land of the Yellow and Yangtze Rivers” and “China: The Ages of Tang and Song” from the *Human Record* [OAKS]
* “The Mandate of Heaven,” pp. 27-29 [OAKS]

Week 12
Mar. 21, 23 & 25

Feudal Japan
Watch:
* Twilight Samurai and The Last Samurai [Reserves]

Reading:
* Mason, Chapter 6 (pp. 61-64) and 10 [OAKS]
* Heinz, Chapter 8 [Reserves]
* “Japan: Creating a Distinctive Civilization” from the Human Record [OAKS]
* “Lives and Loves at the Heian Court,” pp. 280-285 [OAKS]

Quiz # 3 (India and China) on Monday, March 21
Movie Responses due on Wednesday, March 23

Week 13
Mar. 28 & 30
Apr. 1

Imperialist Encounters

Reading:
* Mason, Chapters 11 and 17 [OAKS]
* “Nationalism and Imperialism in the Late Nineteenth Century” from the Human Record [OAKS]
* “Dealing with the Faringis,” pp. 495-497
* “The Jesuits in China,” pp. 487-491
* “The Seclusion of Japan,” pp. 31-33 [OAKS]

Mapping Project # 4 Due on Wednesday, March 30

Week 14
Apr. 4, 6 & 8

India: British Raj

Watch:
* “Gandhi” [Reserves]

Reading:
* Mason, Chapters 15, 16, and 19 [OAKS]
India: Partition and “Hinduization”

Reading:
* “A Call to Expel the British,” pp. 334-336 [OAKS]
* “Gandhi’s Vision for India,” pp. 441-445 [OAKS]
* “Great Britain Lets Go of India,” pp. 478-482 [OAKS]
* "The Place of Hinduism in Modern India," pp. 491-494 [OAKS]

Quiz # 4 (Japan and Imperialism) on Monday, April 4
Movie Response Due on Wednesday, April 6
Interview Notes and Report Due on Friday, April 8

Week 15
Apr. 11, 13 & 15

China Modern

Reading:

* Mason, Chapters 20 and 21 [OAKS]
* "Qianlong's Rejection of British Demands," pp. 244-247 [OAKS]

Japan: Opening and Rise to Dominance

Reading:

* Mason, Chapter 24 [OAKS]
* "Eastern Ethics and Western Science," pp. 350-353 [OAKS]
* "Fundamental Principles of National Policy, 1936, " pp. 403-404 [OAKS]

Quiz # 5 (India and China) on Wednesday, April 13
Mapping Project # 5 Due on Friday, April 15

Week 16
Apr. 18 & 20

China: Appeals of Communism

Reading:


Quiz # 6 (Japan and China) on Monday, April 18

Last Day of Class
Newspaper Project Logs and Report Due
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Asian Studies

Course Acronym, Number, and Title: CHST 340 Special Topics in Chinese Studies

Category (Check only ONE )

<table>
<thead>
<tr>
<th></th>
<th>1 The Role of Language in Culture</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2 Global and Cultural Awareness</td>
</tr>
<tr>
<td>X</td>
<td>3 Regions of the World</td>
</tr>
</tbody>
</table>

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

The course examines a thematic or chronological area of Chinese studies. The sample syllabus is an examination of the 20th century of China through its climatic representations of landscape and the Chinese society. The cinematic representations reflect the economic, social and cultural transformations of contemporary Chinese society.
Chinese Cinema: The Transformation of Landscape & Society

Professor:  
Office:  
Office Hours:

Email:  
Phone:

Course Objective
Featuring primarily the films of mainland China, this course will explore 20th century China through its cinematic representations of landscape and the Chinese society. In the past three decades the landscape presented in Chinese films has undergone radical changes. The cinematic landscape presentations of the different periods reflect the dramatic economic, social, and cultural transformation of contemporary Chinese society. Larger issues to be discussed include the following: The Revolution Remembered, Symbolic Landscape and Suppressed Desire, Land Reconstruction, Economy Reform, and the Price of Modernization, as well as Globalization and Isolation. No knowledge of Chinese language is required.

The primary goal of this class is that you enjoy and think about what you read. I also hope that you can compare the Chinese poems, stories and ideas with Western equivalents with which you are familiar.

Foreign Language Alternative Syllabus Statement
This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

FLA Program Learning Outcome 3
Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

Grades

Mid-term paper (includes essay questions): 25%
Final Paper: 35%
*Short written comments (4): 4x5 20%
Presentation: 10%
Participation: 10%

More than three unexcused absences will affect your grade, i.e. up to 1% of the total grade possible may be deducted per absence [e.g. if your grade is a 90 for the class, it may go down to 89]; excessive tardiness is also penalized.

90-92 = A-  
92-100 = A  
80-82 = B-  
83-85 = B  
86-89 = B+
70-72 = C-  
73-75 = C  
76-79 = C+  
60-62 = D-  
63-65 = D  
66-69 = D+  
0-59 = F
Critique exercise
Each student is required to write four brief comments on the movies we viewed and lead the discussions. This exercise is aimed to develop the students critiquing and writing skills, as well as create an active and class atmosphere. In addition, it also helps the students to develop ideas for presentations and final papers.

Reading Materials
All the reading materials are reserved in the library.

Course Schedule

Week One
Date Class Activities Preparation
M 1/11 Introduction
Screening: Yellow Earth
Cheng Kaige (1952-)
(1984, 89 minutes)
Read: Esther C. M. Yau, "Yellow Earth: Western Analysis and a Non-Western Text," in Perspectives on Chinese Cinema, pp. 62-79. The article also can be found in Film Quarterly, Vol. 41, No. 2 (Winter, 1987-1988), pp. 22-33. and JASTOR

W 1/13 Discussion: Yellow Earth
Bonnie S. McDougall,

Week Two
Date Class Activities Preparation
M 1/18 Martin Luther King Jr. Day No Class
Rey Chow, “We endure, Therefore We Are: Survival, Convenance, and Zhang Yimou’s To Live.”

1/20 W To Live Part I
PN1995.9.C47 T6 2003
Week Three
M 1/25
To Live Part II

W 1/27 Discussion

Week Four
Week Five

Date M 2/8

Class Activities Farewell My Concubine

Preparation


Week Six

Date M 2/15

Class Activities Old Whale

W 2/17 Discussion

Preparation

Rey Chow, “Digging an Old Well: The Labor of Social Fantasy.” (In Primitive Passions), pp. 55-78. (on reserve)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
</tr>
</thead>
</table>
| M 2/22 | *Not One Less*  
ZHANG YIMOU  
(1992, 110 min.)  
| W 2/24 | **Discussion**                                                                                                                                    |

**Week Eight**

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<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
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</thead>
</table>
| M 3/1  | *Iron & Silk*  
SHIRLEY SUN  
(2002, 112 min.)  
| W 3/3  | *Eat, Drink, Man, and Woman*  
LEE ANG 123 min.  

**Week Nine, Spring Break**

**Week Ten**

<table>
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<tr>
<th>Date</th>
<th>Class Activities</th>
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</thead>
</table>
| M 3/15 | *Comrade: Almost a Love Story*  
PETER CHAN  
(1997, 100 min.) |
| W 3/17 | **Discussion**                                                                                                                                    |

**Week Eleven**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
</tr>
</thead>
</table>
| M 3/22 | *Beijing Bicycle*  
WANG XIAOSHUAI (1966-)  
(2001, 113 min.)  
| W 3/24 | **Discussion**                                                                                                                                    |

**Preparation**


Rey Chow, "The Political Economy of Vision in Happy Times and *Not One Less*; Or, A Different Type of Migration." In Rey Chow, *Sentimental Fabulations, Contemporary Chinese Films*, pp. 147-167.

Prepare for Mid-Term paper

Mid-Term paper due (4-5 pages)


Gary G. Xu, "My Camera Doesn't Lie: Cinematic Realism and Chinese Cityscape in Beijing Bicycle and Suzhou River," in *Sinascapes: Contemporary Chinese Cinema* (on reserve)
### Week Eleven
**Date** | **Class Activities**
--- | ---
M 3/29 | *Shower*
Zhang Yang
(1999, 92mins)

W 3/31 | Discussion

### Week Twelve
**Date** | **Class Activities**
--- | ---
M 4/5 | *Still Life*
Jia Zhangke (1970)
(2006, 111min.)

W 4/7 | Discussion

### Week Thirteen
**Date** | **Class Activities**
--- | ---
M 4/12 | *The World*
Jia Zhangke
(2005, 139 min.)
PN1995.9.C47 W67 2005

W 4/14 | Discussion

### Preparation
Braester, "Tracing the City's Scars" in Zhang Zhen ed. *The Urban Generation*.

### Preparation

### Preparation
Shelly Kraicer, “Lost in Time, Lost in Space: Beijing Film Culture in 2004.” In *Chinese Cinema Scope* No. 21
http://www.cinema-scope.com/cs21/fea_kraicer_beijing.htm

### Preparation

### Week Fourteen, Unit 8
**Date** | **Class Activities**
--- | ---
M 4/19 | *Blind Shaft*

W 4/21 | Discussion

### Week Sixteen
**Date** | **Class Activities**
--- | ---

### Preparation
M 4/26  Presentation
W 4/28  Final Paper due (8-10 pages)
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Asian Studies

Course Acronym, Number, and Title: LTCH 250 Chinese Literature in Translation

Category (Check only ONE)

_____ 1 The Role of Language in Culture

_____ 2 Global and Cultural Awareness

____ X___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

The course is an introduction to traditional Chinese culture with focus on poetry and narrative genres known as records of anomalies and accounts of the extraordinary. Spanning the eleventh century BCE to the seventeenth century CE, the course will concentrate on several important themes, topics, and authors. The course will provide the students an opportunity to enjoy the most well-known poems of the great Chinese poets and the stories of fantasy and romance produced by the prominent authors of the genres.
LTCH 250: Literature in Translation
Traditional Chinese Literature in Translation: Poetry and Supernatural Stories

Professor: [Name] Email: [Email]
Office: Phone: [Phone]

Course Description

Study of selected works, representing major literary periods and genres that illuminate Chinese culture.

This course is an introduction to traditional Chinese literature, focusing on poetry and narrative genres known as records of anomalies and accounts of the extraordinary. Spanning the eleventh century BCE to the seventeenth century CE, it will concentrate on several important themes, topics, and authors.

Course Objective

This course will provide the students an opportunity to enjoy the most well known poems of the great Chinese poets and the stories of fantasy and romance produced by the prominent authors of the genres. It will examine the origins of Chinese poetry and the imaginative fiction. Since Confucianism and Daoism (Taoism) lie in the background of much of Chinese literature, the course will also provide a general introduction to Chinese philosophy.

General Education Student Learning Outcomes

Student Learning Outcomes: This course meets the following General Education requirements for Humanities:

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed in essay question on last quiz in final three weeks of course.

Foreign Language Alternative Syllabus Statement

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

FLA Program Learning Outcome 3
Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

**Grades**

Mid-term Exam (includes essay questions): 20%
Final Paper: 25%
Two Oral assignments & Two Comments: 10%+10%
Six Quizzes 30% (5% each)
Participation: 5%

More than three unexcused absences will affect your grade, i.e. up to 1% of the total grade possible may be deducted per absence [e.g. if your grade is a 90 for the class, it may go down to 89]; excessive tardiness is also penalized.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100=A</td>
<td>90-92=A-</td>
</tr>
<tr>
<td>86-89=B+</td>
<td>83-85=B</td>
</tr>
<tr>
<td>80-82=B-</td>
<td>76-79=C+</td>
</tr>
<tr>
<td>70-72=C-</td>
<td>73-75=C</td>
</tr>
<tr>
<td>60-62=D+</td>
<td>63-65=D</td>
</tr>
<tr>
<td>0-59=F</td>
<td>60-62=D-</td>
</tr>
</tbody>
</table>

**Note to Students with Disabilities** If you have special needs related to a disability which may affect your performance in this course, please speak with the instructor after class to arrange an appointment as soon as possible to discuss your needs privately.

**Note on Cheating** Cheating of any kind may result in failing the class.

**The Exam** The middle-term will be a combination of identification (writers, periods, styles, and technical terms) and essay questions.

**Quizzes** Six quizzes will be given throughout the semester.

**Reviews & Comments** Each student is required to write two reviews and comments on the critical articles and reading materials we read in the class.

**Reading Materials**
All the reading materials are reserved on E-reserved.

**Translations are mainly selected from the following books:**

**Reference Work**
List of Topics and Schedule (tentative):
Unit 1: Early Poetry: *The Book of Songs* (*Shijing*)
Unit 2: Early Poetry: *Lyrics of Chu* (*Chuci*)
Unit 3: Chinese Philosophy: Confucianism and Daoism
Unit 4: Tao Qian and the Farmstead poetry
Unit 5: *Zhiguai* stories of the Six Dynasties
Unit 6: Tang Poetry
Unit 7: Tang Chuanqi tales
Unit 8: Supernatural Stories of Pu Songling

## Course Schedule (Fall 2010)

### Week One, Unit 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td><em>The Book of Songs</em> (<em>Shijing</em> or <em>Shih-ching</em>) 詩經&lt;br&gt;Stephen Owen, “Foreword,” in <em>The Book of Songs</em>: pp. xii-xxv.&lt;br&gt;# 95 “The Zhen and Wei” 溪汾&lt;br&gt;23 “In the Wilds Is a Dead Doe” 野有死麏</td>
<td></td>
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</tbody>
</table>

### Week Two, Unit 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30</td>
<td><em>The Book of Songs</em>&lt;br&gt;# 26 “Boat of Cypress” 柏舟&lt;br&gt;48 “She Was to Wait” 桑中&lt;br&gt;63 “There Is a Fox” 野有狐&lt;br&gt;75 “Your Black Coat” 淄衣&lt;br&gt;76 “I Beg You, Zhong Zi” 將仲子&lt;br&gt;96 “The Cock Has Crowed” 雞鳴</td>
<td>Read the selected poems&lt;br&gt;Unit 1 “To Do and Think About” 1-3</td>
</tr>
<tr>
<td>9/1</td>
<td><em>The Book of Songs</em>&lt;br&gt;# 208 “Bells and Drums” 鐘鼓&lt;br&gt;268 “Clear” 維清&lt;br&gt;279 “Abundant is the Year” 丰年&lt;br&gt;280 “Blind Men” 有瞽</td>
<td>Read the selected poems&lt;br&gt;Unit 1 “To Do and Think About” 4</td>
</tr>
</tbody>
</table>

### Week Three, Unit 2

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4
9/6 M
The Chu-ci: “Lyrics of Chu” (*The Songs of the South*) 楚辞
“The Great One, Lord of the Eastern World” 東皇太一
“Lord in the Clouds” 云中君
“The Hill Wraith” 山鬼

9/8 W
“The Ritual Cycle” 禮魂
“Calling Back the Soul” 招魂
Review & Comment One

Introduction:
The Chu-ci: “Lyrics of Chu”

Unit 2 “To Do and Think About” 1-3
Review & Comment I (go through “To Do and Think About,” Units 1, 2)

**Week Four, Unit 3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>The Analects of Confucius</em>: Book 1 Introduction to important terms</td>
<td>Please print and read them before the class.</td>
</tr>
<tr>
<td>9/15 W</td>
<td><em>The Analects of Confucius</em> Selected sections.</td>
<td>Unit 3 “To do and Think About” 1-3 Read the handout.</td>
</tr>
</tbody>
</table>

**Week Five Unit 3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Dao de jing</em>: Selected sections.</td>
<td>Read the selected sections.</td>
</tr>
<tr>
<td>9/22 W</td>
<td><em>Dao de jing</em>: Selected sections.</td>
<td></td>
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</tbody>
</table>

**Week Six, Unit 3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Zhuangzi</em>: Selected sections.</td>
<td>Read the selected sections</td>
</tr>
<tr>
<td>9/29 W</td>
<td><em>Zhuangzi</em>: Selected sections</td>
<td>Unit 3 “To do and Think About”</td>
</tr>
</tbody>
</table>

**Week Seven, Unit 4**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/4 M</td>
<td><em>Zhuangzi</em>: Selected sections</td>
<td>Read the selected sections “To do and Think About”</td>
</tr>
<tr>
<td>10/6 W</td>
<td>Tao Qian and the Farmstead Poetry</td>
<td>Read the selected sections</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Class Activities</td>
<td>Preparation</td>
</tr>
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</tr>
<tr>
<td>10/11 M</td>
<td>Fall Break</td>
<td></td>
</tr>
<tr>
<td>10/13 W</td>
<td>Mild-Term</td>
<td></td>
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<thead>
<tr>
<th>Week Nine, Unit 5</th>
<th>Class Activities</th>
<th>Preparation</th>
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</thead>
<tbody>
<tr>
<td>10/18</td>
<td>Early fiction</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Kenneth DeWoskin’s “Introduction” Zhiguai stories</td>
<td>Read the “Introduction” (xxiii-xxxii) and selected stories “To do and Think About”</td>
</tr>
<tr>
<td>10/20 W</td>
<td>Selected stories</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week Ten, Unit 6</th>
<th>Class Activities</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/25</td>
<td>Introduction: Tang Dynasty</td>
<td>Read Stephen Owen’s “Poetry in the Chinese Tradition” and the selected poems</td>
</tr>
<tr>
<td>M</td>
<td>Report 4: Stephen Owen’s “Poetry in the Chinese Tradition”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wang Wei</td>
<td>Read the selected poems “To do and Think About”</td>
</tr>
<tr>
<td>10/27</td>
<td>Selected poems by Wang Wei</td>
<td></td>
</tr>
<tr>
<td>W</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Eleven, Unit 6</th>
<th>Class Activities</th>
<th>Preparation</th>
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</thead>
<tbody>
<tr>
<td>11/1 M</td>
<td>Report 5: Li Bo (or Li Po)</td>
<td>Read the selected poems “To do and Think About”</td>
</tr>
<tr>
<td></td>
<td>Li Bo</td>
<td>Read the selected poems “To do and Think About”</td>
</tr>
<tr>
<td>11/3 W</td>
<td>Report 6: Du Fu (or Tu Fu)</td>
<td>Read the selected poems “To do and Think About”</td>
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<thead>
<tr>
<th>Week Twelve, Unit 6-7</th>
<th>Class Activities</th>
<th>Preparation</th>
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<tbody>
<tr>
<td>11/8 M</td>
<td>Report 7</td>
<td>Read Arthur Cooper’s article</td>
</tr>
<tr>
<td></td>
<td>Arthur Cooper, “Li Po and Tu Fu” Debate: Wang Wei, Li Bo, Du Fu Review &amp; Comment II</td>
<td>Prepare for the Review &amp; Comment</td>
</tr>
<tr>
<td>11/10 W</td>
<td>Introduction to Tang tales “Miss Jen” (Miss Ren)</td>
<td>Read the introduction and story</td>
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<thead>
<tr>
<th>Week Thirteen, Unit 7</th>
<th>Class Activities</th>
<th>Preparation</th>
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</thead>
<tbody>
<tr>
<td>11/15</td>
<td>Report 8 &amp; 9</td>
<td>Read the two stories</td>
</tr>
<tr>
<td>M</td>
<td>“The Tale of Li Wa” “The Story of Yingying”</td>
<td></td>
</tr>
<tr>
<td>11/17 W</td>
<td>Report 10: Pu Songling &amp; Liaozhai zhiyi “Xiangyu” and “Yingning”</td>
<td>Read the two stories</td>
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</table>

<p>| Week Fourteen, Unit 8 |                        |                        |</p>
<table>
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<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation</th>
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<tbody>
<tr>
<td>11/22</td>
<td>Judith T. Zeitlin, “The Painted Wall”</td>
<td>Read Zeitlin’s article and Pu’s story</td>
</tr>
<tr>
<td>M</td>
<td>Pu Songling: “The Painted Wall”</td>
<td></td>
</tr>
<tr>
<td>11/24W</td>
<td>Thanksgiving</td>
<td></td>
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</table>

**Week Fifteen, Unit 8**

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<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/29M</td>
<td>Report 11: “Lotus Fragrance”</td>
<td>Read the two stories</td>
</tr>
<tr>
<td>12/1W</td>
<td>Pu Songling’s stories</td>
<td>Read the two stories</td>
</tr>
</tbody>
</table>

**Week Sixteen**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/6 M</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>12/8 W</td>
<td>Final Paper due</td>
<td></td>
</tr>
</tbody>
</table>
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Asian Studies

Course Acronym, Number, and Title: LTJP 250 Japanese Literature in Translation

Category (Check only ONE )

_____ 1 The Role of Language in Culture

_____ 2 Global and Cultural Awareness

X ___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

By studying selected works that represent major literary periods and genres, LTJP 250 illuminates the Japanese language and culture or an era of a shared human condition. Throughout the course, students will read primary sources (in translation), discuss and reflect on them through an array of assignments that include response journals, analysis papers and exams.
LTJP 250 Japanese Literature in Translation
Survey of Modern Japanese Literature
Course Syllabus

Instructor:
Office:
Office Hours:
Email:
Phone:

Course Description:
Study of selected works, representing major literary periods and genres, which illuminate another
language and culture or era of a shared human condition.

General Education Student Learning Outcomes:
This course meets the following General Education requirements for Humanities:

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of
human culture.
2. Students examine relevant primary source materials as understood by the discipline and
interpret the material in writing assignments.

These outcomes will be assessed on the final exam.

Foreign Language Alternative Syllabus Statement
This course has been approved to satisfy Category 3 of the Foreign Language Alternative
program. Upon the completion of this course, students will contextualize and analyze artifacts,
practices, and perspectives from cultures in a specific world region (program learning outcome
3).

FLA Program Learning Outcome 3
Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a
specific world region.

Texts: [Surnames appear first in Japanese names]
1. Ten Nights’ Dreams (1908) by Natsume Sôseki (1867-1916)
3. Rashômon and Seventeen Other Stories (1915-1927) by Akutagawa Ryûnosuke (1892-
1927)
5. And Then (1909) by Natsume Sôseki (1867-1916)

Attendance/Participation Policy
Your will receive a WA (equivalent of an F) upon the fifth unexcused absence. If you are late or
leave early twice, it will be counted as one absence. It is your responsibility to find out about any
missed announcements made in class or by email. Only absences caused by reasons beyond your
control will be excused with a written document. Go to 67 George Street (white house next to
Stern Center) with the document and fill out an Absence Memo Request form (also available online). For details, visit http://studentaffairs.cofc.edu/services/absence.php.

**Academic Dishonesty Policy:** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

**Grading Scale:**
- **15% Discussion questions** - Submit discussion questions the day before each class session (i.e., Mondays and Wednesdays) by email. (No attachments, please.) The questions are due at 10:00 p.m. I will compile the submitted questions and present them in class.

- **20% Weekly response journal** - Each student submits a response journal by email. Write at least 200 words per week. Submit a journal entry at the end of each week before you start reading the upcoming week’s reading assignments or by Saturday, at 11:59 p.m., at the latest. Your responses must be thoughtful and contemplative. Make them subjective by using the expressions like “I think” and “it seems to me that ….” Again, do not use attachments.

- **30% Three analysis papers (500-600 words each)** - Read the instructions and study the sample paper provided on Oaks carefully. Upload the files on Oaks. No hardcopy, please.

- **15% Midterm exam (an online, open-book exam)** - We will not meet in the classroom. It will be available in Oaks at 9:25 a.m. on the exam day. Download it, open it in a word processing program, take the exam, save the file, change the name of the file to your name, and upload it back on Oaks by 10:40 a.m.

- **20% Final exam (an online, open-book exam)**: We will not meet in the classroom. It will be available on Oaks at 8:00 a.m. on the exam day and end at 11:00 a.m. The procedures are the same as those of the midterm exam.

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- No make-up exams will be given unless you can verify a reason for missing them with a written document. If you know you will be absent or late, please let me know in advance.
- Late assignments will not be accepted.
Tentative Schedule:

_The Oxford Book of Japanese Short Stories_
_Ten Nights’ Dreams_
_Rashōmon and Seventeen Other Stories_

8/21 Introduction
8/30 _Ten Nights: The Third Night; OB: “Night Fires,” “Aguri”_
9/6 _Ten Nights: The Fifth Night; Rashōmon; “Rashōmon,” “The Nose”_
9/11 _Ten Nights: The Sixth Night; RSOS: “Dr. Ogata Ryōsai: Memorandum,” “Loyalty”_
9/18 _Ten Nights: The Eighth Night; RSOS: “Hell Screen,” “Dragon: The Old Potter’s Tale” First Paper Due (at 5 p.m.)_
9/20 _Ten Nights: The Ninth Night; RSOS: “Green Onions,” “In a Bamboo Grove”_
9/25 _Ten Nights: The Tenth Night; RSOS: “O-Gin,” “The Baby’s Sickness”_
10/2 _RSOS: “Death Register,” “The Life of a Stupid Man,” “Spinning Gears”_
10/4 _Midterm Exam (online, open-book)_
10/9 _OB: “The Bears of Nametoko,” “Spring Riding in a Carriage,” “Carp”_
10/18 _OB: “Passage to Fudaraku,” “Merry Christmas,” “The Expert”_
10/23 _Silence – Prologue-Chapter 4 Second Paper Due (at 5 p.m.)_
10/25 _Silence – Chapters 5-7_
10/30 _Silence – Chapter 8-Appendix; OB: “Unzen”_
11/1 _OB: “The Rifle,” “The Bet,” “Three Policemen”_
11/6 _Election Day (no class)_
11/8 _OB: “Onnagata,” “Toddler-Hunting,” “Mr. Carp”_
11/13 _OB: “Prize Stock,” “A Very Strange, Enchanted Boy”_
11/20 _And Then - Chs. I-VI_
11/22 _Thanksgiving Holiday (no class)_
11/27 _And Then - Chs. VII-XII Third Paper Due (at 5 p.m.)_
11/29 _And Then - Chs. XIII-XVII_

Thu., 12/6 _Final Exam (8-11 a.m., online, open-book)_

Note: The syllabus is subject to change under extraordinary circumstances.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Asian Studies

Course Acronym, Number, and Title: LTPJ 350: Japanese Literature in Translation

Category (Check only ONE )

1. The Role of Language in Culture
2. Global and Cultural Awareness
3. Regions of the World

X 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

The course focuses on Japan as an important world region. Generally, the course focuses on the Japanese literary production in terms of writers, their works, and how such authors and works affect and reflect aspects of life in Japan. The syllabus attached demonstrates this. The course studies the works of Haruki Murakami whose influence is felt in the world at large. Students will be reading his works and prepare discussion questions and write journals in which they analyze selections of the author's work and reflect on them.
LTJP 350    Japanese Literature in Translation
Haruki Murakami: Short Stories and Other Works

Instructor:
Office:
Office Hours:
Email:
Phone:
OAKS:    https://lms.cofc.edu

Course Description: Study of selected works by an author whose influence is felt in the world at large.

General Education Student Learning Outcomes: This course meets the following General Education requirements for Humanities:

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed on the final exam.

Foreign Language Alternative Syllabus Statement
This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

FLA Program Learning Outcome 3
Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

Texts: (All by Haruki Murakami)

Underground (2007-2008)
Sputnik Sweetheart (1999)
after the quake (2000)
Kafka on the Shore (2002)
After Dark (2004)
Blind Willow, Sleeping Woman (1980-2005)

Attendance/Participation Policy:

1. You are allowed to have up to four unexcused absences without penalty. After four unexcused absences, your overall grade will be lowered by ten
percent per unexcused absence. Two unexcused tardies and/or early departures will be counted as one unexcused absence. If you are not present for an entire class period or have missed class, it is your responsibility to find out about any announcements made in class. Only absences caused by reasons beyond your control will be excused with a written document (e.g., verification from court or military, dated repair receipts, and medical notes). Go to 67 George Street (the white house next to the Stern Student Center) with the document and fill out an Absence Memo Request form (also available online). For details, visit http://studentaffairs.cofc.edu/services/absence.php.

2. The use of electronic devices (e.g., smartphones and tablet/laptop computers) in class is not allowed without the instructor’s permission. Repeated offenders will be asked to put such devices on the instructor’s desk during the class period.

Academic Dishonesty Policy: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code, and when identified, they will be investigated.

Grading Scale:

- 15% Discussion questions - Submit discussion questions the day before each class session (i.e., Mondays and Wednesdays) by email. (No attachments, please.) The questions are due at 10:00 p.m. I will compile the submitted questions and present them in class.

- 20% Weekly response journal - Each student submits a response journal by email. Write at least 200 words per week. Submit a journal entry at the end of each week before you start reading the upcoming week’s reading assignments or by Saturday, at 11:59 p.m., at the latest. Your responses must be thoughtful and contemplative. Make them subjective by using the expressions like “I think” and “it seems to me that ….” Again, do not use attachments.

- 30% Three analysis papers (500-600 words each) - Read the instructions and study the sample paper provided on OAKS carefully. Upload the files on OAKS. No hardcopy, please.

- 15% Midterm exam (an online, open-book exam) - We will not meet in the classroom. It will be available in OAKS at 9:25 a.m. on the exam day. Download it, open it in a word processing program, take the exam, save the file, change the name of the file to your name, and upload it back on OAKS by 10:40 a.m.

- 20% Final exam (an online, open-book exam) - We will not meet in the classroom. It will be available on OAKS at 8:00 a.m. on the exam day and
end at 11:00 a.m. The procedures are the same as those of the midterm exam.

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- No make-up exams will be given unless you can verify a legitimate reason (beyond your control) for missing them with a written document. Local computer or Internet problems are not considered a legitimate reason.
- Late papers and exams are not accepted. Late discussion questions are accepted only once. Late journal entries are accepted only once.
Tentative Schedule:
EV = The Elephant Vanishes
BWSW = Blind Willow, Sleeping Woman

1/10 Introduction
1/15 “A Slow Boat to China” (EV), “A Poor Aunt Story” (BWSW), “New York Mining Disaster” (BWSW)
1/17 “The Year of Spaghetti” (BWSW), “On Seeing the 100% Perfect Girl One Beautiful April Morning” (EV), “Dabchick” (BWSW)
2/5 “The Elephant Vanishes” (EV), “The Second Bakery Attack” (EV), “Lederhosen” (EV); First Paper Due (at 5 p.m.)
2/7 “Family Affair” (EV), “The Fall of the Roman Empire, the 1881 indian Uprising, Hitler’s Invasion of Poland, and the Realm of Raging Winds” (EV), “The Wind-Up Bird and Tuesday’s Woman” (EV)
2/12 “Sleep” (EV), “Airplane: Or, How He Talked to Himself as If Reciting Poetry” (BWSW), “TV People” (EV)
2/14 “A Folklore for My Generation: A Pre-History of Late-Stage Capitalism” (BWSW), “Tony Takitani” (BWSW), “The Silence” (EV)
2/21 Midterm Exam (open-book, online); Underground, pp. 3-117 (just read; no DQs)
2/26 Underground, pp. 118-241; Film: Tony Takitani-1
2/28 Underground, pp. 247-364; Film: Tony Takitani-2
Spring Break
3/12 Sputnik Sweetheart - Chs. 1-8
3/14 Sputnik Sweetheart - Chs. 9-end
3/19 after the quake - “ufo in kushiro,” “landscape with flatiron,” “all god’s children can dance”
3/21 after the quake - “thailand,” “super-frog saves tokyo,” “honey pie”
3/26 Kafka on the Shore –The Boy Named Crow-Ch. 11; Second Paper Due (at 5 p.m.)
3/28 Kafka on the Shore - Chs. 12-20
4/2 Kafka on the Shore - Chs. 21-29
4/4 Kafka on the Shore - Chs. 30-39
4/9 Kafka on the Shore - Chs. 40-end
4/11 “Birthday Girl” (BWSW), “Crabs” (BWSW), After Dark - Chs. 1-8
4/16 After Dark - Chs. 9-end
4/18 “Chance Traveler” (BWSW), “Hanalei Bay” (BWSW), “Where I’m Likely to Find It” (BWSW)

4/23 “The Kidney-Shaped Stone That Moves Every Day” (BWSW), “A Shinagawa Monkey” (BWSW), “Man-Eating Cats” (BWSW); Third Paper Due (at 5 p.m.)

Final Exam (open-book, online) Sat., 4/27, 8-11 a.m. (open-book, online)
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: HISTORY

Courses Covered by Signatures (please list all by acronym and number):

| HIST 103 | HIST 104 | HIST 230 | HIST 231 | HIST 232 | HIST 234 | HIST 235 | HIST 241 | HIST 242 | HIST 244 | HIST 247 | HIST 250 | HIST 252 | HIST 261 | HIST 262 | HIST 263 | HIST 270 | HIST 272 | HIST 273 | HIST 276 | HIST 277 | HIST 282 | HIST 283 | HIST 286 | HIST 287 | HIST 291 | HIST 336 | HIST 337 | HIST 341 | HIST 343 | HIST 344 | HIST 345 | HIST 346 | HIST 347 | HIST 350 | HIST 357 | HIST 359 | HIST 364 | HIST 361 | HIST 365 | HIST 366 | HIST 370 |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|          |          | Approved for Credit & Syllabus * Required |          |          |          | Not approved |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |

Signatures:

Approved contingent upon submission of syllabus containing FLA statement.

Phyllis A. [Signature] 3 March 2016

Department Chair / Program Director

Dean

[Signature] 3-3-16

Faculty Coordinator for General Education

Chair, General Education Committee

[Signature] 3/23/16

[Signature] 3/23/16

Faculty Senate Secretariat
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 282: History of China to 1800

Category (Check only ONE) __ X 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This is the ultimate regional study, a broad overview of the history of China from earliest times to the Qing era (early nineteenth century). The primary focus is the forces that contributed to the development of China’s unique cultural identity. Typical assignments include critical book essays and research and an oral presentation on a Chinese city in the period covered by the class.
Course Description
This lecture course aims to provide a broad overview of the history of China from earliest times to the early 19th century (the Qing era.) The primary focus will be the forces that contributed to the development of China’s unique cultural identity. Specifically, it will examine the family system and daily life, the Confucian tradition, the Chinese worldview, the imperial bureaucracy, the examination system, and the literary, economic, and technological achievements of the past.

This class will consist of lectures, discussions, research-based oral presentations, quizzes, exams and writing assignments. Students must come well prepared to discussion sections and participate. In the course of the semester, students will learn to read, think and write critically and analytically about history. This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Required Readings
Students will be required to purchase the following texts from the College of Charleston Bookstore:

ISBN-10: 0804723532

ISBN-10: 002908752X

ISBN-10: 0321084438

ISBN-10: 0842029591
ISBN-10: 0520081587

**NOTE:** Course readings and lectures do NOT cover identical material. Rather, they complement one another. You are responsible for material in both lectures and reading assignments.

**Course Requirements**
Grades will be based on the following assignments:
Pop Quizzes – 10% of final grade
Research-Based Oral Presentation – 10% of final grade
Midterm Examination – 25% of final grade
Critical Book Essay – 20% of final grade
Cumulative Final Examination – 25% of final grade
Class discussion and participation– 10% of final grade

**Grading Policy:**

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**Pop Quizzes**
During the course of the semester, the professor will administer six unannounced multiple choice quizzes consisting of five questions taken from that period’s reading assignments and lecture notes. You must take FIVE of these quizzes; your best five grades will be recorded. The quizzes will be administered during the first five minutes of that week’s lecture class. No make-up quizzes will be given. Students arriving late to class will not be given extra time to complete the quiz. Students arriving more than five minutes after the period begins will not be allowed to take the quiz.

**Research-Based Oral Presentation for “Chinese History Project – Historical City of China”**

Each student should choose one city from China on which to perform research (you can also choose more than one city if you want to make a comparison). The presentation should begin with a brief introduction of the history of the city. The historical importance of the city should be especially emphasized. The presentation may focus on important events which happened in the city that changed history of China; famous people who came from the city who played important roles in Chinese history; important cultural, social and political role the city played or still plays in the country.

* The presentation should be seven to eight minute long with a separate two to three minute question and answer time.
Research-Based Oral Presentations will be conducted at the beginning of each week’s discussion section. On Friday, January 18 the professor will pass out a sign up sheet on which students will register for their presentations.

**Critical Book Essay:**
Students are required to write a short (4-6 pages) critical essay on Patricia Buckley Ebrey’s *The Inner Quarters* during the semester. Essay must be typed in 12-point font, and double spaced, with one-inch margins all around. The due date for this review will be March 24.

Well in advance of the due date the professor will supply you with a handout describing the issue or issues you should address thoughtfully in your essays. Your papers must be turned in at the beginning of class on the day on which it is due. Essays will be penalized one half letter grade for each day they are late. Failure to submit a paper will result in a grade of zero (0).

**NOTE:** the professor will not accept essay through email attachment! It is your responsibility to turn in your essay to the professor in person.

**Class Discussions**
You will see from the syllabus that most Fridays are reserved for class-wide discussions of our readings and lectures. This will give us an opportunity to clarify themes from the lectures, explore in more depth the issues we have addressed earlier in the week, and to examine closely the sources historians use as they reconstruct the story of China’s past. This portion of your grade will be based upon attendance and your full participation. You can have ONE unexcused absence for discussion sections throughout the semester.

**Note:** It is impossible to receive an “A” for the course without contributing actively to our discussions!

**Examinations**
A midterm examination will be given in class on February 29. The final examination, on April 30 (8:00a.m.-11:00 a.m.), will be cumulative in nature; it will cover material for the entire period. No make-up examinations will be allowed (except if you have a note from your physician). Failure to take an examination will result in a grade of zero (0).

**Attendance Policy**
Students are expected to attend EVERY lecture class. You may have TWO unexcused absence for lecture classes. No student may accumulate more than FOUR absences (excused and unexcused) without suffering a penalty to his or her grade. For each absence after the fourth, a half letter grade will be deducted from the student’s final examination score. Students who do not attend class can be assured that their grade will suffer dramatically.

**Classroom Etiquette**
- YOU MUST TURN OFF YOUR CELL PHONES ONCE IN THE CLASSROOM.
- TEXT MESSAGING IS NOT ALLOWED DURING THE LECTURES.
NOTE: the professor will reserve the right to penalize the violation of these rules.

Academic Integrity
You are all part of a community of honor here at the College of Charleston. As such, you are bound in your behavior by the college’s Honor System. As this system makes clear, dishonesty of any sort will not be tolerated in your academic work. Cheating and plagiarism will be discovered and punished severely. For a thorough treatment of the college’s Honor Code, you are encouraged to read the College of Charleston Student Handbook available on the college’s web site. If plagiarism or cheating is discovered on any assignment, the student will fail that assignment.

Lectures and Required Readings

Week One (1/9, 1/11)
- Introduction to the Course
  The syllabus, the themes of the course, and some thoughts on reading a work of history critically and analytically
- “What is History?”
  Discussion and the model Research Oral Presentation by the professor

Week Two (1/14, 1/16, 1/18)
- Introduction to Chinese history
  Lands, peoples, and language
- The Early Dynasties: (1) Xia and Shang
  - Discussion and Research Oral Presentation
  Readings: Hammond, pp. 1-13; Ebrey, pp.3-5.

Sign Up for Oral Presentations

Week Three (1/21, 1/23, 1/25)
- January 21, Martin Luther King Holiday
- The Early Dynasties: (2) Zhou
  - Discussion and Research Oral Presentation

Week Four (1/28, 1/30, 2/1)
- The Unification of Qin
- the Hundred Schools: Confucianism, Daoism and Legalism
  Readings: Hucher, pp. 41-117.
  - Discussion and Research Oral Presentation
**Week Five (2/4, 2/6, 2/8)**
- the Creation of Empire: Han
- Chinese Culture during Han
Readings: Hucher, pp.121-133, (149-206).
- Discussion and Research Oral Presentation

**Week Six (2/11, 2/13, 2/15)**
- the Three Kingdoms
- the Arrival of Buddhism
- Discussion and Research Oral Presentation
Readings: Hammond, pp. 57-74; Ebrey, pp. 97-105.

**Week Seven (2/18, 2/20, 2/22)**
- the Coming of China’s Golden Age: Sui
- the Splendor of Tang
Readings: Hucher, pp. 139-147, (149-206).
- Discussion and Research Oral Presentation
Readings: Hammond, pp. 77-92; Ebrey, pp. 112-116.

**Week Eight (2/25, 2/27)**
- the Social and Political System of Tang
- the Decline of Tang
Readings: Hucher, pp. 139-147, 149-206.
- Friday, February 29
  **Midterm Examination**

**Week Nine (3/3-3/7)**
March 3- March 7,  
Spring Break Holiday

**Week Ten (3/10, 3/12, 3/14)**
- the Five Dynasties
- Song’s Reunification of China
- Discussion and Research Oral Presentation
Readings: Patricia Ebrey, *The Inner Quarters*.

**Week Eleven (3/17, 3/19, 3/21)**
- the Southern Song
- the Political and Social System of Song
- Discussion and Research Oral Presentation
Week Twelve (3/24, 3/26, 3/28)
Monday, March 24, Book Review of *The Inner Quarters* due at the beginning of class
- the Rise of the Mongols
- the Mongol Rule of China: the Yuan Dynasty
- Discussion and Research Oral Presentation

Week Thirteen (3/31, 4/2, 4/4)
- Continuing the War Against the Mongols: the Ming Dynasty
- Social and Commercial Change under Ming
- Discussion and Research Oral Presentation
Readings: Dreyer, *Zheng He*.

Week Fourteen (4/7, 4/9, 4/11)
- the Decline of Ming
- the Rise of the Manchus
- Discussion and Research Oral Presentation

Week Fifteen (4/14, 4/16, 4/18)
- the Manchu Dynasty of Qing
- the Decline of Qing
- Discussion and Research Oral Presentation

Week Sixteen (4/21, 4/23)
- Tibet and Taiwan in Traditional China
  (- Wednesday, April 23
   Summing Up and Review for the Final Exam)
Readings: None.

Wednesday, April 30
8:00 a.m.-11:00 a.m.
**CUMULATIVE FINAL EXAMINATION**
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 283: History of Modern China

Category (Check only ONE)  
1 The Role of Language in Culture  
2 Global and Cultural Awareness  
3 Regions of the World

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1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course studies the development of a key region of the world—China—in the nineteenth and twentieth centuries. It analyzes how China's ancient imperial culture came to collapse under the challenge of the West and the interaction of foreign hostility and domestic turmoil that ended imperial China. It will further trace China's transformation into the world's largest communist state. Reading assignments include works like Kenneth Hammond, ed., *The Human Tradition in Modern China*. Coursework also includes critical book reviews and oral presentations on topics relevant to modern China.
HIST 283.001
History of Modern China

Maybank Hall, Room 306
Monday, Wednesday, and Friday, 11:00 a.m.-11:50 a.m.

Professor GAO Bei
Maybank Hall, Room 309
Phone: 953-8026
Email: gaob@cofc.edu

Office Hours:
MWF 12:00 p.m.-1:30 p.m.

Course Description
This course examines the transformation of the world’s oldest civilization into the world’s largest communist state. It will analyze how the age-old “Central Kingdom” mentality collapsed after facing the challenge of the West in modern times. The course will explore the interaction of foreign hostility and domestic turmoil that caused the decline of China’s last Dynasty, Qing, the 1911 revolution and the establishment of the Republic of China. It will further trace the rise of the Chinese Communist Party, the Japanese invasion, the Chinese Civil War and the founding of the People’s Republic of China. The class will conclude by examining the Maoist period through the Deng Xiaoping era. Although this course focuses on China’s internal affairs, the country’s foreign policies will also be emphasized.

This class will consist of lectures, discussions, research-based oral presentations, quizzes, exams and writing assignments. Students must come well prepared to discussion sections and participate. In the course of the semester, students will learn to read, think and write critically and analytically about history. This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Required Readings
Students will be required to purchase the following texts from the College of Charleston Bookstore:


**NOTE:** Course readings and lectures do NOT cover identical material. Rather, they complement one another. You are responsible for material in both lectures and reading assignments.

**Course Requirements:**

Grades will be based on the following assignments:
- Pop Quizzes – 10% of final grade
- Research-Based Oral Presentation – 10% of final grade
- Midterm Examination – 20% of final grade
- Critical Book Essay – 15% of final grade
- Cumulative Final Examination – 35% of final grade
- Class discussion and participation– 10% of final grade

**Grading Policy:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
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<td>B</td>
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<td>D-</td>
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<td>F</td>
<td>below 60</td>
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</tbody>
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**Pop Quizzes:**

During the course of the semester, the professor will administer six unannounced multiple choice quizzes consisting of five questions taken from that period’s reading assignments and lecture notes. You must take FIVE of these quizzes; your best five grades will be recorded. The quizzes will be administered during the first five minutes of that week’s lecture class. No make-up quizzes will be given. Students arriving late to class will not be given extra time to complete the quiz. Students arriving more than five minutes after the period begins will not be allowed to take the quiz.

**Research-Based Oral Presentation on “Historical Figures of Modern China.”**

Students should perform research on one figure from modern Chinese history. Possible choices might include: politicians, scientists, educators, businessmen, or military officials. The research should focus on explaining the historical importance of these people, and how they shaped the modern history of China, or even the world. The presentation should be no longer than 10 minutes including a two to three minute question and answer time.

**NOTE:** You must consult and list at least TWO BOOKS for your presentation.
Research-Based Oral Presentations will be conducted at the beginning of each week’s discussion section. On **Friday, January 22**, the professor will pass out a sign up sheet on which students will register for their presentations.

**Critical Book Essay:**

Students are required to write a short (4-6 pages) critical essay on Liang Heng’s and Judith Shapiro’s *Son of the Revolution* during the semester. The Essay must be typed in Times New Roman, 12-point font, and double spaced, with one-inch margins all around. The due date for this review will be **April 9**.

Well in advance of the due date the professor will supply you with a handout describing the issue or issues you should address thoughtfully in your essay. Your paper must be turned in at the beginning of class on the day on which it is due. Essays will be penalized one half letter grade for each day they are late. Failure to submit the paper will result in a grade of zero (0).

**NOTE:** The professor will not accept essay through email attachment! It is your responsibility to turn in your essay to the professor in person.

**Class Discussions:**

You will see from the syllabus that most Fridays are reserved for class-wide discussions of our readings and lectures. This will give us an opportunity to clarify themes from the lectures, explore in more depth the issues we have addressed earlier in the week, and to examine closely the sources historians use as they reconstruct the story of China’s past. This portion of your grade will be based upon attendance and your full participation. **Note:** It is impossible to receive an “A” for the course without contributing actively to our discussions!

**Examinations:**

A midterm examination will be given in class on **Monday, March 1**. The final examination, on **Friday, April 30 (12:00 p.m.- 3:00 p.m.)**, will be cumulative in nature; it will cover material for the entire period. No make-up examinations will be allowed (except if you have a note from your physician). Failure to take an examination will result in a grade of zero (0).

**Attendance Policy:**

Students are expected to attend EVERY class. No student may accumulate more than **FIVE** absences (EXCUSED and UNEXCUSED) without suffering a penalty to his or her grade. For each absence after the fifth, a half letter grade will be deducted from the student’s final examination score. Students who do not attend class can be assured that their grade will suffer dramatically.
Classroom Etiquette:

- YOU MUST TURN OFF YOUR CELL PHONES ONCE IN THE CLASSROOM.
- TEXT MESSAGING IS NOT ALLOWED DURING THE LECTURES.

NOTE: the professor will reserve the right to penalize the violation of these rules.

Academic Integrity:

You are all part of a community of honor here at the College of Charleston. As such, you are bound in your behavior by the college’s Honor System. As this system makes clear, dishonesty of any sort will not be tolerated in your academic work. Cheating and plagiarism will be discovered and punished severely. For a thorough treatment of the college’s Honor Code, you are encouraged to read the College of Charleston Student Handbook available on the college’s web site. If plagiarism or cheating is discovered on any assignment, the student will fail that assignment.

LECTURES and REQUIRED READINGS

Week One (1/11, 1/13, 1/15)
- Introduction to the Course
  The syllabus, the themes of the course, and some thoughts on reading a work of history critically and analytically
- A Glance at Chinese History before the Qing Dynasty
Readings: Fairbank, pp. 1-142 (skim).
- “What is History?”
  Discussion and the model Research Oral Presentation by the professor

Week Two (1/18, 1/20, 1/22)
- January 18, Martin Luther King Holiday
- The Rise and Splendor of the Qing
Readings: Fairbank, pp. 143-161.
- Social and Political Culture of the Qing
Readings: Fairbank, pp. 163-186.
  and Sign Up for Oral Presentations

Week Three (1/25, 1/27, 1/29)
- Discussion: Fu Shen, Six Records of a Floating Life
- Aggression from Abroad
- Discussion and Research Oral Presentation
  Readings: Hammond, Chapter 2, pp.15-32.

Week Four (2/1, 2/3, 2/5)
- Rebellion from Within
  Readings: Fairbank, pp. 206-212
- Qing Restoration & Reform
- Discussion and Research Oral Presentation

**Week Five (2/8, 2/10, 2/12)**
- The Late Qing Crisis
- The Decline of the Qing
- Discussion: Lu Hsun, *Selected Stories*

**Week Six (2/15, 2/17, 2/19)**
- The Establishment of the Republic and Its Early Political Chaos
  Readings: Fairbank, 255-256.
- Intellectual Revolution in the Early Republic Era
- Discussion and Research Oral Presentation
  Readings: Hammond, Chapter 4, pp.55-72.

**Week Seven (2/22, 2/24, 2/26)**
- The Emergence of the Communist Party and the National Unification
  Readings: Fairbank, 275-286.
- The Nanjing Decade, 1927-1937
  Readings: Fairbank, pp. 286-311.
- Discussion and Research Oral Presentation
  Readings: Hammond, Chapter 6, pp.93-115.

**Week Eight (3/1, 3/3, 3/5)**
- Monday, March 1, Midterm Examination
  Readings: Fairbank, pp. 312-330.
- Discussion and Research Oral Presentation
  Readings: Hammond, Chapter 7, pp. 117-134.

**Week Nine (3/8-3/12)**
  Spring Break Holiday

**Week Ten (3/15, 3/17, 3/19)**
- The Civil War
- The Birth of the People’s Republic
  Readings: Fairbank, pp. 343-367.
- Discussion and Research Oral Presentation
  Readings: Hammond, Chapter 8, pp.135-156.
Week Eleven (3/22, 3/24, 3/26)
- China and the Korean War
  Readings: none.
- The Great Leap Forward, 1958-1960
  Readings: Fairbank, pp. 368-382.
- 3/26, TBA

Week Twelve (3/29, 3/31, 4/2)
- The Cultural Revolution, 1966-1976
- China Rejoins the International Community
  Readings: none
- Discussion and Research Oral Presentation
  Readings: Liang Heng and Judith Shapiro, *Son of the Revolution*

Week Thirteen (4/5, 4/7, 4/9)
- The End of the Maoist Age
  Readings: Fairbank, pp. 401-405
- Deng Xiaoping and China’s New Order
- Discussion and Research Oral Presentation
  Readings: Hammond, Chapter 9, pp.157-176.

Friday, April 9, Book Review of *Son of the Revolution* due at the beginning of class

Week Fourteen (4/12, 4/14, 4/16)
- China in the 1980’s and 1990’s
  Readings: none
- Deng Xiaoping’s Legacy and the Post-Deng Era
- Discussion and Research Oral Presentation
  Readings: Hammond, Chapter 10, pp.177-193.

Week Fifteen (4/19, 4/21, 4/23)
- Taiwan: Past and Present
  Readings: none.
- China in the World Today
  Readings: Fairbank, pp. 457-469.
- Discussion and Research Oral Presentation

Week Sixteen (4/26)
- Summing Up and Review and Research Oral Presentations

Friday, April 30
12:00 p.m.- 3:00 p.m.
*CUMULATIVE FINAL EXAMINATION*
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 286: Japan to 1800

Category (Check only ONE )

_____ 1 The Role of Language in Culture

_____ 2 Global and Cultural Awareness

X 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course is a history of Japan from the earliest times to 1800, emphasizing the process of borrowing and assimilation of Chinese culture and the development of a unique Japanese civilization. Students read a mix of secondary historical studies and primary sources, such as Murasaki Shikibu’s The Tale of Genji.
History 286: Japan to 1800

J.F. Tsai
Office: Maybank #309
Office Hours: MWF 12:00-12:50 p.m.

This is a history of Japan from the earliest times to 1800, with an emphasis on the borrowing and assimilation of Chinese culture and the development of a unique Japanese civilization. Study topics include emperors and court ladies; shoguns and samurai; Shinto and Buddhist priests and Confucian scholars; merchants and townsmen; playwrights and urban culture.

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Required Reading:

1. Conrad Totman, Japan Before Perry, University of California Press.

Japanese Films (also required):
1. "Rashomon", directed by Kurosawa Akira.
2. "Tokyo Monogatari", directed by Ozu Yasujiro.

Lectures:
1. Introduction
2. From prehistory to history
3. Early society and Shinto
4. Borrowing of Chinese culture
5. Nara period, 710-794
6. Cultural development in the Nara period
7. Heian period, 794-1185
8. The world of Genji
9. The rise of samurai
10. Kamakura Shogunate, 1185-1333
11. Bushido and popular Buddhism
12. Ashikaga Shogunate, 1338-1573
13. Popular faith movement and Zen culture
14. Nobunaga, Hideyoshi, and Ieyasu
15. Founding of Tokugawa Bakufu
16. Sakoku: the closed country
17. Learning and scholarship
18. Tokugawa urban culture

Policy on Class Participation:

Class participation is required. Class participation means being in class regularly, listening thoughtfully, offering ideas, questioning and taking notes. Discussion is always in order. Class participation and discussion will count 15% toward the course grade.

Quiz and Examinations:

There will be a quiz (15% of grade), a mid-term examination (30%) and a final exam (40%). Examinations will consist largely of essay questions, with some short answer questions. Please read my "Suggestions on Writing Essay Examinations" on a separate sheet.
Department: HISTORY

Course Acronym, Number, and Title: HIST 287: History of Modern Japan

Category (Check only ONE)  
____ 1 The Role of Language in Culture  
____ 2 Global and Cultural Awareness  
___X__ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course traces the rise of modern Japan from the Tokugawa period (c. 1600) to the present. In particular, the course will explore Japan’s tremendous change over this period and its transformation from a feudal military government to its position as a modern economic superpower. Students read a mix of secondary historical studies and primary sources that shed light on Japan’s cultural uniqueness; besides writing critical book reviews, they give oral presentations on relevant topics they have researched.
HIST 287
History of Modern Japan

Maybank Hall, Room 302
Monday, Wednesday, and Friday, 9:00 a.m.- 9:50 a.m.

Professor GAO Bei
Office Hours:
Maybank Hall, Room 309
MWF: 10:00 a.m.- 11:30 a.m.
Phone: 953-8026
Email: gaob@cofc.edu

Course Description

This course traces the rise of modern Japan from the Tokugawa period (1600-1867) through the Meiji Restoration (1868), and into the contemporary Showa (1926-1989) and Heisei (1989-) eras. Japan has experienced tremendous change over this period and transformed itself from the feudal military government of the Tokugawa period to the economic super power it is today. This course will concentrate on the Opening of Japan, the Meiji Restoration, the Impact of Western culture, and the rise of imperialism and militarism. It will also examine the War in the Pacific, Japan’s defeat and American occupation, and Japan’s postwar recovery and economic “miracle.”

This class will consist of lectures, discussions, research-based oral presentations, quizzes, exams and writing assignments. Students must come well prepared to discussion sections and participate. In the course of the semester, students will learn to read, think and write critically and analytically about history. This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Required Readings

Students will be required to purchase the following textbooks from the College of Charleston Bookstore:

ISBN: 0075570742

Natsume Soseki, Kokoro (Dover Publicatins, 2006).
ISBN-10: 0486451399

ISBN-10: 0842029125

ISBN-10: 0520210441
ISBN-10: 0816512566

**NOTE:** Course readings and lectures do **NOT** cover identical material. Rather, they complement one another. You are responsible for material in both lectures and reading assignments.

**Course Requirements**
Grades will be based on the following assignments:
- Pop Quizzes – 10% of final grade
- Research-Based Oral Presentation – 10% of final grade
- Midterm Examination – 25% of final grade
- Critical Book Essay – 20% of final grade
- Cumulative Final Examination – 25% of final grade
- Class discussion and participation – 10% of final grade

**Grading Policy:**
- 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
- F = below 60

**Pop Quizzes**
During the course of the semester, the professor will administer six unannounced multiple choice quizzes consisting of five questions taken from that period’s reading assignments and lecture notes. You must take **FIVE** of these quizzes. Your best five grades will be recorded. The quizzes will be administered during the first five minutes of that week’s lecture class. No make-up quizzes will be given. Students arriving late to class will not be given extra time to complete the quiz. Students arriving more than five minutes after the period begins will not be allowed to take the quiz.

**Research-Based Oral Presentation on “Historical Figures of Modern Japan.”**
Students should perform research on one figure from modern Japanese history. Possible choices might include: politicians, scientists, educators, businessmen, or military officials. The research should focus on explaining the historical importance of these people, and how they shaped the modern history of Japan, or even the world. The presentation should be no longer than 10 minutes including a two to three minute question and answer time.

**NOTE:** You must consult and list at least **TWO BOOKS** for your presentation.

Research-Based Oral Presentations will be conducted at the beginning of each week’s discussion section. On **Friday, September 5**, the professor will pass out a sign up sheet on which students will register for their presentations.
Critical Book Essay:
Students are required to write a short (4-6 pages) critical essay on Yuko Ogasawara’s *Office Ladies and Salaried Men* during the semester. The Essay must be typed in Times New Roman, 12-point font, and double spaced, with one-inch margins all around. The due date for this review will be **November 24**.

Well in advance of the due date the professor will supply you with a handout describing the issue or issues you should address thoughtfully in your essay. Your paper must be turned in at the beginning of class on the day on which it is due. Essays will be penalized one half letter grade for each day they are late. Failure to submit the paper will result in a grade of zero (0).

Class Discussions
You will see from the syllabus that most Fridays are reserved for class-wide discussions of our readings and lectures. This will give us an opportunity to clarify themes from the lectures, explore in more depth the issues we have addressed earlier in the week, and to examine closely the sources historians use as they reconstruct the story of the world’s past. This portion of your grade will be based upon attendance and your full participation. **Note:** It is impossible to receive an “A” for the course without contributing actively to our discussions!

Examinations
A midterm examination will be given in class on **October 10**. The final examination, on **December 10 (8:00 a.m. – 11:00 a.m.)**, will be cumulative in nature; it will cover material from the entire period. No make-up examinations will be allowed (except if you have a note from your physician). Failure to take an examination will result in a grade of zero (0).

Attendance Policy
Students are expected to attend EVERY class. No student may accumulate more than **FIVE absences (EXCUSED and UNEXCUSED)** without suffering a penalty to his or her grade. For each absence after the fifth, a half letter grade will be deducted from the student’s final examination score. Students who do not attend class can be assured that their grade will suffer dramatically.

Classroom Etiquette
- YOU MUST TURN OFF YOUR CELL PHONES ONCE IN THE CLASSROOM.
- TEXT MESSAGING IS NOT ALLOWED DURING THE LECTURES.

**NOTE:** the professor will reserve the right to penalize the violation of these rules.

Academic Integrity
You are all part of a community of honor here at the College of Charleston. As such, you are bound in your behavior by the college’s Honor System. As this system makes clear, dishonesty of any sort will not be tolerated in your academic work. Cheating and
plagiarism will be discovered and punished severely. For a thorough treatment of the college’s Honor Code, you are encouraged to read the College of Charleston Student Handbook available on the college’s web site. If plagiarism or cheating is discovered on any assignment, the student will fail that assignment.

**Lectures and Required Readings**

**Week One (8/27, 8/29)**
- Introduction to the Course
  The syllabus, the themes of the course, and some thoughts on reading a work of history critically and analytically
- “What is History?”
  Discussion and the model Research Oral Presentation by the professor

**Week Two (9/1, 9/3, 9/5)**
- Introduction to Japanese history: Lands, peoples, and language
Readings: Reischauer, pp. 4-64 (skim).
  - The Tokugawa State
    (1) The Tokugawa Political System
Readings: Reischauer, pp. 65-74.
  - Discussion and Research Oral Presentation
Readings: Walthall, Chapter 1, pp. 3-24.

**Sign Up for Oral Presentations**

**Week Three (9/8, 9/10, 9/12)**
- The Tokugawa State
  (2) Society, Economy and Culture
Readings: Reischauer, pp. 78-91.
  - The Tokugawa State
    (3) Foreign Relations
Readings: Reischauer, pp. 74-77.
  - Discussion and Research Oral Presentation
Readings: Walthall, Chapter 2, pp. 25-44.

**Week Four (9/15, 9/17, 9/19)**
- The Opening of Japan
Readings: Reischauer, pp. 94-98.
  - The Fall of the Tokugawa
  - Discussion: *Musui’s Story: The Autobiography of a Tokugawa Samurai*

**Week Five (9/22, 9/24, 9/26)**
- The Meiji Restoration
Readings: Reischauer, pp. 101-104.
- Building the Meiji State
- Discussion and Research Oral Presentation
Readings: Walthall, Chapter 3, pp. 45-60.

Week Six (9/29, 10/1, 10/3)
- The Meiji State
  (1) Political Development
Readings: Reischauer, pp. 116-126.
- The Meiji State
  (2) Culture and Society
Readings: Reischauer, pp. 105-108.
- Discussion and Research Oral Presentation
Readings: Walthall, Chapter 4, pp. 61-76.

Week Seven (10/6, 10/8, 10/10)
- The Rise of Imperialism
- Japan between the World Wars
Readings: Reischauer, pp. 131-149.
  - Friday, October 10: Midterm Examination

Week Eight (10/13, 10/15, 10/17)
- Monday, October 13: Fall Break
- “Taisho Democracy”
Readings: Reischauer, pp. 149-151.
- Discussion: Kokoro

Week Nine (10/20, 10/22, 10/24)
- Taisho Society
Readings: Reischauer, pp. 152-156.
  - Japan’s Road to Militarism
Readings: Reischauer, pp. 156-169.
  Discussion and Research Oral Presentation

Week Ten (10/27, 10/29, 10/31)
- The China War
Readings: Reischauer, pp. 170-172.
- The Greater East Asia War
  Discussion and Research Oral Presentation
**Week Eleven (11/3, 11/5, 11/7)**
- The Pacific War
- The Years of American Occupation
- Discussion and Research Oral Presentation
  Readings: Walthall, Chapter 11, pp. 197-212.

**Week Twelve (11/10, 11/12, 11/14)**
- Postwar Japanese Politics.
  Readings: Reischauer, pp. 203-223.
- The Years of Recovery
  Readings: Reischauer, pp. 224-250.
  - Discussion and Research Oral Presentation
  Readings: Walthall, Chapter 12, pp. 213-229.

**Week Thirteen (11/17, 11/19, 11/21)**
- Postwar Japanese Society
  Readings: Reischauer, pp. 251-278.
- Postwar Japanese Economy and Culture
  Readings: Reischauer, pp. 279-324.
  - Discussion: *Office Ladies and Salaried Men*

**Week Fourteen (11/24)**
- Japan in the Global Community
  Readings: Reischauer, pp. 325-336.
  **Book Review of *Office Ladies and Salaried Men* due at the beginning of class**

Wednesday and Friday, November 26 and 28
Thanksgiving Holiday

**Week Fifteen (12/1, 12/3, 12/5)**
- Japan’s Policy towards European Jewish Refugees in Japanese-occupied China during WWII
- The Essence of Being Japanese
- Research Oral Presentation

**Week Sixteen (12/8)**
- Summing Up and Review for the Final Exam

Wednesday, December 10
8:00 am to 11:00 am, **CUMULATIVE FINAL EXAMINATION**
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Philosophy

Courses Covered by Signatures (please list all by acronym and number):

PHIL 201
PHIL 234

Signatures:

[Signature]
Department Chair / Program Director Date 3/4/14

[Signature]
Dean Date 3/4/16

[Signature]
Faculty Coordinator for General Education Date 3/23/16

[Signature]
Chair, General Education Committee Date 3/23/16

[Signature]
Faculty Senate Secretariat Date
DEPARTMENT: PHILOSOPHY

COURSE ACRONYM, NUMBER, AND TITLE: PHIL 234 – EASTERN PHILOSOPHY

CATEGORY (CHECK ONLY ONE)

1) **The Role of Language in Culture**

2) **Global and Cultural Awareness**

3) **Regions of the World**

---

1) **Attach the Syllabus**

2) **Please describe** how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

One of the central aims of this course is to introduce students to the diversity of Indian, Chinese, and Buddhist philosophical thought. This course helps students to contextualize and analyze cultural artifacts (philosophical texts) and to understand the philosophical perspectives presented in these texts.
Dr. Christian Coseru  
4B Glebe Street, # 205  
Phone: 953-1935; Email: coseruc@cofc.edu  
Office hours: MW 2:00-4:00 p.m. and by appointment

Description. What is the nature of reality? What is the nature of consciousness? How do we obtain knowledge? What is the best way to live? In this course we examine how Indian, Chinese, and Buddhist philosophers have addressed these questions, and evaluate their specific methods of inquiry. Where appropriate, we also draw parallels to similar developments in Western philosophy. We begin by exploring some of the earliest conceptions of knowledge in classical Indian and Buddhist philosophy. We then proceed to examine the long-standing debate between the Buddhists and their Brahmanical opponents on such issues as the nature of knowledge, the character of consciousness, and the limits of thought. We conclude our exploration of Indian thought with an examination of the nature and scope of various methods of moral and mental cultivation (yoga, meditation, etc.). Our exploration of classical Chinese thought covers Kongzi’s and Mozi’s analyses of human nature and society, their systematic development by Mengzi and Zhuangzi, and alternative ethical models such as Yang Zhu’s egoism and Xunzi’s naturalism. Throughout the course we also consider what novel insights Eastern philosophy contributes to the project of a global philosophy, and whether and how its central ideas can be translated using the vocabulary and conceptual resources of Western philosophy.

Aim. This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Required Texts (available at the College Bookstore)  
J. N. Mohanty  
Classical Indian Philosophy (New York: Rowman & Littlefield, 2000) CIP  
W. Edelglass and J. Garfield  
Bryan W. Van Norden  

Additional Readings on OAKS

Recommended Texts  
P. J. Ivanhoe and W. Van Norden  
Readings in Classical Chinese Philosophy (Hackett, Indianapolis, IN: Hackett, 2001)

Tentative Reading Assignments  
August 25-27  
Introduction: Philosophy East and West.  
Indian Philosophy: Theories of Knowledge (CIP: 11-38).

Sep 1-3  Nāyśł-Vašešika Metaphysics and the Categories (CIP: 41-71).

Sep 8-10  
Debates About Causality and the Self (CIP: 73-92); Coseru, ‘Consciousness and Causality’ (OAKS)

Sep 15-17  
Dignāga & Dharmakirti: What Do We Know According to the Buddhists? (BP: 205-217; 103-115; 186-198).

Sep 22  
First Paper Due in Class

Sep 24  

Sep 29 - Oct 1  
Emptiness, Dependent Arising, and Other Dangerous Things (BP: 26-45).

Oct 6-8  
Consciousness and For-me-ness (BP: 309-333); Coseru, ‘Mind in Indian Buddhist Philosophy’ (SEP: http://plato.stanford.edu/entries/mind-indian-buddhism/)

Oct 13  
Engaged Buddhism and the Ecological Self (BP: 419-436).

Oct 15  

Oct 22  
Second Paper Due in Class

Oct 27-29  
Laozi and Zhuangzi on Knowing and Not Knowing the Way (ICCP: 121-162)

Nov 3-5  

Nov 10-12  
Mohist Consequentialism and Yang Zhu’s Egoism (ICCP: 49-81).

Nov 17-19  
Menzi and Human Nature: (ICCP: 83-100); Såntideva on Meditation and Moral Cultivation (OAKS).

Nov 24  
Third Paper Due in Class
Dec 1  Japanese Philosophy: from Kūkai to Nishitani (OAKS).
December 12  **FINAL EXAM** (8:00-11:00)

Assignments and percentages: three papers (20% each, 60% total), final exam (20%), and participation (10%). Opportunities for extra credit work will be announced in class as they become available throughout the semester.

Grading Scale: Letter (or numerical) grades will be assigned as follows: A+ (97-100), A (93-96), 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), F (59 or lower).

Attendance: It is essential that you attend classes! More than three unexcused absences will adversely affect your grade and may result in your dismissal from the class.

Honor Code: Lying, cheating, and plagiarism are violations of the Honor Code and are not permitted at the College. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student suspected for academic dishonesty will receive a XF in the course, indicating failure based on dishonesty.

Assignments policy: You must complete all assignments in order to obtain a final grade for this course. Failure to take the final exam will result in a grade of F for the entire course. Late (or early) exams will only be arranged if you can show that a real emergency prevents you from taking the exam on the due date.

Disabilities: Please let me know right away if you require any type of special academic accommodation, due to your disability. You must also provide a letter from the Center for Disability Services to that effect. Please inform me of any other special needs you may have. For more information, check out http://disabilityservices.cofc.edu

Requirements

• Keep in mind that the reading assignments are tentative. Expect changes throughout the semester. If you miss a class, it is your responsibility to find out how far we have gotten in the current reading assignment or whether any changes have been made to the syllabus.
• Due dates for all assignments are clearly marked in the syllabus (make sure you add them to your calendar).
• You will continuously learn new and unfamiliar concepts. It is your responsibility to construct a glossary of all the technical terms with appropriate definitions (see the Glossary at the end of your textbook for help).
• How well you do in this course will depend in large measure on how well you prepare yourself for each class. Read the entire assignment at least once and mark any passage, concept, or idea that you have trouble understanding, and bring it up in class. If you are too shy, come and see me during my office hours or email me your queries (which should be precise and to the point). Coming to class unprepared, apart from annoying your colleagues, will also adversely affect your participation grade.
• The use of laptops (and mobile phones) during lecture is **prohibited**. If you need special dispensation, please let me know.

Expectations

• Make sure you read the entire assignment before the lecture. Coming to class unprepared, apart from annoying your colleagues, will also adversely affect your participation grade.
• This is a philosophy class and you are expected to reflect on what you are reading. It is not enough to identify a particular philosophical claim. You should be prepared to defend (or criticize) it. As a rule, make sure you come to lecture with at least two or three thoughtful questions from the readings.
• You will continuously learn new and unfamiliar concepts, including Sanskrit and Chinese key philosophical concepts that have no clear equivalents in English. It is your responsibility to construct a glossary of all the technical terms with appropriate definitions (the meaning of the word or concept, the viewpoint or school of thought it represents, the context of its usage, etc. – all of which will be given in lecture, so pay attention).

General Education Student Learning Outcomes. This course counts toward the General Education Humanities requirement. All humanities course must address the following (general) learning outcomes:
1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture, and

2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed by the third paper assignment (SLO 2).
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Political Science

Courses Covered by Signatures (please list all by acronym and number):

POL 1 103 World Politics
POL 1 104 World Regional Geo
POL 1 240 How to Argue
POL 1 260 IR Theory
POL 1 265 International Political Economy
POL 1 340 Pol of Latin America
POL 1 342 Pol of Africa
POL 1 343 Pol of East Asia

Signatures:

Chair - [Signature] 3/4/16
Department Chair/Program Director

Dean - [Signature] 3/4/16
Dean

Faculty Coordinator for General Education - [Signature] 3/23/16
Chair, General Education Committee

Faculty Senate Secretariat
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Political Science
Course Acronym, Number, and Title: Poli 343 Politics of East Asia
Category (Check only ONE)  
   1 The Role of Language in Culture
   2 Global and Cultural Awareness
   3 Regions of the World

1) Attach the Syllabus
2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

   Course includes learning outcomes where students demonstrate knowledge of political systems (institutions, laws, processes, constitutions) of nations of East Asia.

   Assignment:
College of Charleston

POLI 343 POLITICS OF EAST ASIA

Dr. Guoli Liu
Maybank Hall 316
Tuesday and Thursday, 1:40-2:55 pm
Office: 114 Wentworth Street, Room 103
Office Hours: Monday and Wednesday 9-11 am
Thursday 8:40-10:00 am and by appointment
Telephone: 843-953-5883; E-mail: Liug@cofc.edu

COURSE DESCRIPTION

This course will introduce students to contending theoretical and methodological approaches to understanding politics of East Asia. We shall examine East Asia's cultural and historical traditions, social structure and economic system, political institutions and governmental processes, and current challenges and opportunities. After a general introduction to East Asia, the Chinese and Japanese cases will be analyzed in details. A major focus is on the interaction of political change and socioeconomic development in China. We also examine China in comparison with other countries.

In addition to studying the historical legacy and institutional features of Asian political systems, we will ask questions about state-society relations, the nature of power, and continuity and change in East Asian politics. What are the major trends of political change in the post-World War II era? What are the patterns of decision making in countries with different historical backgrounds and diverse political cultures? How do China and Japan deal with critical political issues in pursuing socioeconomic development? What is the relation between economic development and political transformation? How have changes in Asian societies affected the conduct of politics? What are the main sources of contentions and social conflicts? By addressing these questions, students should acquire valuable knowledge about Asian politics and improve their skills for comparative political analysis. I have selected a number of documentary films that we will be watching in class.

COURSE LEARNING OUTCOMES

This course strives to reach the following learning outcomes in consistent with the goals of the Political Science curriculum. 1. Demonstrate knowledge of East Asian political systems including their institutions, processes, laws and constitutions and the relations between and among nations; 2. Identify and explain major Asian political philosophies, political culture, and their origins; 3. Demonstrate understanding of key readings, analyze texts critically, and effectively write papers; 4. Distinguish your own views from those of others and can defend your
own perspective; 5. Understand contending theoretical and methodological approaches in Asian politics and apply appropriate approaches in your independent research; 6. Contextualize and analyze artifacts, practices, and perspectives from cultures in East Asia

The primary focus of these courses is to provide more in-depth study of one world region. Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region. This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

COURSE REQUIREMENT AND GRADING POLICY

Students are expected to (1) complete and study carefully all required readings; (2) participate in class discussion on key issues; (3) write one research paper, (4) present the paper in class, (5) write an analysis paper, and (6) follow current affairs and news analysis of Asia.

The grade for the class will be based on class participation including two written reports (10%), an analysis paper (10%), one mid term exam (30%) on Thursday September 27, one research paper (20%) and presentation (10%), and a comprehensive final exam (30%). The lowest ten percent of your grade will be dropped from your final grade. No make-up exams will be given except in documented cases of emergency or illness.

The research paper should be 10-12 pages (double-spaced, regular margins, in 12 point font). Although this paper is due at the end of the semester, you will need to begin working on it immediately. Thus, there are a series of benchmarks throughout the semester to insure that you make adequate progress. By Tuesday, September 11, you should submit a prospectus with a tentative bibliography for the research paper. In this prospectus each student is to describe the paper topic with central research questions, the principal sources to be utilized, and the comparative political theory literature to which your paper relates. A research proposal with annotated bibliography is due by Tuesday, October 9. By that point in the semester you should have located most of the materials you will be using. The draft paper is due on Thursday, October 30. Research presentation will begin on Thursday, November 1. The final version of the paper is due in class on Tuesday, November 27. Please plan well in advance, work hard, and complete your paper on time. Late paper will be graded down one full letter grade for each day that it is late. The paper must demonstrate significant research; it is to make reference to broader theoretical and comparative work; and it is to be adequately documented following the “political science citation guide” (available at http://polisci.cofc.edu/).

As the lectures and class discussions are an essential part of the course, attendance is mandatory. A class sign-up sheet will be distributed at the beginning of each class. You are allowed a maximum of two unexcused absences during the semester; additional absences, unless you can clearly prove personal emergencies or illnesses, will result in grade penalties.
Grading Scale: 

A  93-100  
B+  88-89  
B-  80-82  
C   73-77  
D+  68-69  
D-  60-62  

A-  90-92  
B   83-87  
C+  78-79  
C   70-72  
D   63-67  
F:   Below 60

Any student with a diagnosed learning or psychological disability which impedes his or her from carrying out required course work, or which requires accommodations such as extended time on examinations, should advise me during the first two weeks of the course so we can review possible arrangements for reasonable accommodations.

Academic honesty is very important! When you enrolled in the College of Charleston, you signed the Honor Code. I expect you to abide to the code and it is the only way to maintain the integrity and value of your degree. *You will fail this course* if you cheat on an exam or plagiarize any portion of your paper. I will turn an Honor Code violation in to the Honor Board and vigorously pursue further disciplinary action. Everyone must highly value academic integrity and abide to the Honor Code.

REQUIRED READINGS


ESSENTIAL READINGS FOR ANALYSIS AND RESEARCH PAPERS


**COURSE OUTLINE AND READING ASSIGNMENTS**

1. Introduction: Themes in East Asian Politics
   Charlton, Chapter 1.
   Hayes, Preface and Introduction.
   Saich, Chapter 1.
   Fewsmith, Introduction.
   *(Deadline for completing the readings August 23)*

2. People and Politics
   Charlton, Chapters 2-4.
   Saich, Chapter 2.
   *(August 28)*

3. The Historical and Cultural Perspectives
   Charlton, Chapters 5-7.
   Hayes, Chapters 1-2, 7-8, and 13-14.
   *(September 4)*

4. Revolution and Nationalism
   Hayes, Chapter 3, 9-11, and 15.
   Saich, Chapter 3.
   *(September 11)
5. The Maoist System: Ideas and Governance
   Hayes, Chapter 4.
   (September 18)

6. The Politics of Reform
   Hayes, Chapter 5.
   Saich, Chapter 4.
   (September 25)

7. Key Features of the Political Systems
   Charlton, Chapters 8-11.
   Hayes, Chapter 17.
   Saich, Chapters 5-7.
   (October 2)

8. Development and Democratization
   Charlton, Chapters 12-13.
   (October 9)

9. Modernization and the Asian Capitalists
   Hayes, Chapters 12 and 16.
   (October 16)

10. Participation and Power
    Saich, Chapter 8.
    Fewsmith, Chapters 7-10.
    (October 23)

11. The State and Social Order
    Saich, Chapter 9.
    Fewsmith, Chapters 1-3.
    (October 30)

12. Economic and Social Policies
    Saich, Chapters 10-11.
    Fewsmith, Chapters 4-6.
    (November 8)

13. Contemporary Issues
    Hayes, Chapters 6 and 18.
    Fewsmith, Chapters 11-13.
    (November 15)

14. Asia and the World
    Charlton, Chapter 14.
Saich, Chapters 12-13.
Fewsmith, Conclusion.
(November 27)

Final Examination: Tuesday, December 11, 12-3 pm.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Political Science
Course Acronym, Number, and Title: POLI 345 Policies of China

Category (Check only ONE)
____ 1 The Role of Language in Culture
____ 2 Global and Cultural Awareness
X 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Course learning outcomes include demonstrating knowledge of institutions, processes, laws, and constitutions of China.

Assignment: Research paper
College of Charleston
POLI 345 Politics of China

Dr. Guoli Liu
Fall 2015
Maybank Hall 316, MWF 12:00-12:50 pm
Office: 114 Wentworth Street, Room 103
Office Hours: Monday and Wednesday 2-3:30 pm, and Friday 8:30-9:30 am, and by appointment
Telephone: 843-953-5883; E-mail: LiuG@cofc.edu

COURSE OBJECTIVES

This course examines contemporary Chinese politics (1949-present) with an emphasis on the era of reform and opening since 1978. What are the crucial problems in Chinese politics? How have the Chinese people and political leaders confronted them? We begin with an introduction of China’s tradition and revolutionary transformation. The main focus of the course is on political reform and socioeconomic change in the post-Mao era. China’s politics from Deng Xiaoping’s “four modernizations” and xiaokang shihui (well to do society) to Hu Jintao’s harmonious society, and now Xi Jinping’s “Chinese dream” has been focusing on achieving modernity. After more than three decades of hard work and rapid growth, China is approaching modernity. In addition to having a rapidly growing economy, China is experiencing profound sociopolitical changes. We shall examine whether the Chinese can build a dynamic market economy in an increasingly globalized world economy, create social harmony in a society with growing tensions, and maintain political stability while avoiding stagnation and decay. What we face is a most challenging prospect that will affect not only the fate of 1.37 billion Chinese people but also the future of world politics. We are going to study China in comparative perspectives.

This course will help students understand, analyze, and evaluate major issues in Chinese politics, including: The basic methodological and theoretical controversies in the study of Chinese politics; the main dimensions, structures, processes, functions, characteristics of the Chinese political system; the impact of power, ideology, and organizations on different spheres of Chinese society; and the structure, process, and factors in Chinese domestic and foreign policy making. In examining both empirical and normative questions, students will develop better understanding of China in a rapidly changing world.

COURSE LEARNING OUTCOMES

This course strives to reach the following learning outcomes. 1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations; 2. Distinguish their own views from those of others and can defend their own perspective; Demonstrate
understanding of readings, analyze texts critically, and effectively write papers; 3. Apply theories and concepts to explain Chinese politics, social interactions, and political institutions; 4. Understand contending theoretical and methodological approaches to studying comparative politics and apply appropriate approaches in your independent research. The following course requirements are designed to achieve these learning outcomes.

The primary focus of these courses is to provide more in-depth study of one world region. Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region. This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

COURSE REQUIREMENT AND GRADING POLICY

You are expected to (1) complete and study carefully all required reading; (2) address significant questions and articulate well-informed positions on key issues, (3) complete a research paper, and (4) follow current events and news analysis, (5) contextualize and analyze artifacts, practices, and perspectives from cultures in a China

You will be evaluated on the basis of your performance of one midterm exam (30%), class participation including two participation reports (20%), a 10-12 page research paper (20%), a presentation of the paper (10%), and two quizzes on the key readings (20%). Class participation is graded based on the quality, quantity, substance, and relevance of your contribution to the class, as well as the courtesy and professionalism you show to other students. Detailed guidelines for papers and exams will be provided. No late paper or exam will be accepted without prior written permission.

As the lectures and classroom discussions are an essential part of the course, attendance is mandatory. A class sign-up sheet will be distributed at the beginning of each class. You are allowed a maximum of two unexcused absences during the semester; additional absences, unless you can clearly prove personal emergencies or illnesses, will result in a loss of 2 points for each absence.

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<td>D-</td>
<td>60-62</td>
<td>F:</td>
<td>Below 60</td>
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Any student with a diagnosed learning or psychological disability which impedes your carrying out required course work, or which requires accommodations such as extended time on examinations, should advise me during the first two weeks of the course so we can review possible arrangements for reasonable accommodations.

Academic honesty is very important! When you enrolled in the College of Charleston, you signed the Honor Code. I expect you to abide to the code and it is the only way to maintain the integrity and value of your degree. You will fail this course if you have found to have cheated on an exam or plagiarized any portion of your paper. I will turn the case of Honor Code violation to the Honor Board and vigorously pursue further disciplinary action. Everyone must highly value academic integrity and abide to the Honor Code.

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843)953-5635.

**REQUIRED TEXTS**


**RECOMMENDED TEXTS**


**COURSE OUTLINE AND READING ASSIGNMENTS**

1. China in Comparative Perspectives  
   Joseph, Chapter 1.  
   Guo, Chapters 1-3.  
   Lieberthal, Li, and Yu, Preface and Introduction.  
   Li, Chapter 1.  
   *(Deadline for completing the readings, August 28)*

2. Tradition and Modernization  
   Joseph, Chapter 2.  
   Guo, Chapter 4.  
   *(September 2)*

3. From Reform to Revolution  
   Guo, Chapter 5.  
   *(September 9)*

4. Politics under Mao Zedong  
   Joseph, Chapter 3.  
   Guo, Chapters 6-7.  
   Lieberthal, Li, and Yu, Chapter 1.  
   *(September 16)*

   **Research paper proposal due on September 16**

5. Challenges of Political Reform  
   Joseph, Chapter 4.  
   Guo, Chapters 8-9.  
   Lieberthal, Li, and Yu, Chapters 2, 7-9.  
   Li, Chapters 2-3.  
   Deng Xiaoping, “Emancipate the Mind, Seek Truth from Facts and Unite as One in Looking to the Future.”  
   *(September 23)*
6. Governance and the Politics of Transition  
Joseph, Chapters 5-6.  
Guo, Chapter 10.  
Li, Chapters 4-6.  
Lieberthal, Li, and Yu, Chapters 4, 10-12.  
Deng Xiaoping, “Excepts From Talks Given in Wuchang, Shenzhen, Zhuhai and Shanghai.”  
(September 30)

Midterm Exam: Wednesday, October 7, 2015

7. The Chinese Legal and Legislative System  
Guo, Chapters 11-12.  
Joseph, Chapter 7.  
Lieberthal, Li, and Yu, Chapter 3.  
Li, Chapter 10.  
(October 9)

First participation report due on October 14

8. The Politics of Economic Reform  
Joseph, Chapter 8.  
Guo, Chapters 15-16.  
Li, Chapters 7-8.  
(October 16)

9. State-Society Relations  
Joseph, Chapters 9-11.  
Guo, Chapters 13-14.  
Lieberthal, Li, and Yu, Chapters 5-6.  
Li, Chapters 9, 13-14.  
(October 23)

Joseph, Chapters 12-14.  
(October 30)

11. Politics on China’s Periphery  
Joseph, Chapters 15-18.  
(November 4)

Draft research paper due on November 4

12. Research Paper Presentation  
(November 6-11)
13. China and the World
   Guo, Chapters 17-18.
   Li, Chapter 15.
   (November 18)

   Second participation report due on November 18

   November 25-29, Thanksgiving Holiday

14. The Future of Chinese Politics
    The World Bank, *China 2030*.
    (December 2)

   Final research paper due on Friday, December 4, 2015.
POLI 345 Politics of China
Fall 2015

Suggestions for Your Research Paper

This is an exciting opportunity for you to complete an independent research project. You can apply the research and writing skills you have developed as political science student to examine a critical issue related to Chinese politics. You must go beyond what other researchers have done and conduct an original analysis. The research paper should be a serious, substantial piece of independent research (10-12 pages, double-spaced). The topic is to be chosen by you, and you are encouraged to use this opportunity to investigate an issue in which you have substantial interest. You can come see me, or email me, as often as necessary to formulate a topic and discuss the progress of your research. The proposal should indicate what question you intend to address, why the question is significant or interesting, and how you intend to answer it. The preliminary list of sources should be a fairly comprehensive bibliography.

The paper is expected to be a scholarly paper, with all that the phrase entails: footnotes, bibliography, a coherent structure, and familiarity with relevant literature. It is important to cite all of your sources accurately. For all of your paper references and citations, please carefully study and follow the “Department of Political Science Citation Guide” (available at http://polisci.cofc.edu).

Although this paper is due at the end of the semester, you will need to begin working on it immediately. Thus, there are a series of benchmarks throughout the semester to insure that you make adequate progress. A one-page research paper proposal with a tentative title and key research questions is due by Wednesday, September 16. A research proposal with annotated bibliography is due by Wednesday, October 14. By that point in the semester you should have located most of the materials you will be using. The draft paper is due on Wednesday, November 4. Research presentation will begin on Friday, November 6. The final version of the paper is due in class on Friday, December 4. Please plan well in advance, work hard, and complete your paper on time. Late paper will be graded down one full letter grade for each day that it is late.
Participation Report Assignment

Fall 2015

Active class participation by everyone is very important for the success of our class. The participation report is designed to encourage you to actively and constructively contribute to our joint academic endeavor. You are required to submit two written reports. The first report is due in class on Wednesday, October 14, 2015. The second report is due on Wednesday, November 18, 2015. Please limit each report to 3 pages. The participation report is a summary of your contribution to the class. Please include the following in your report:

1. Comments and questions about the required readings;
2. A summary of your comments and questions in class;
3. Concise discussion of relevant academic issues and current events;
4. Additional readings that you have done for the class;
5. Additional comments and suggestions about the class;
6. Anything else that is significant for the progress of our class.
7. Do you have perfect attendance? If not, why?
8. What are the strengths and weaknesses of our textbooks? Please comment on all main textbooks that you have read. Please answer this question in details in your second participation report.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Religious Studies Department

Courses Covered by Signatures (please list all by acronym and number):

RELS 245 → Approved for Category 3 - Asia
RELS 205
RELS 240
RELS 248
RELS 225 → Not approved
RELS 235 → Category 2. Approved contingent upon adding FCA syllabus statement
RELS 105 → Not approved

Signatures:

[Handwritten signatures]

Department Chair / Program Director 2/24/16
Date

Dean 2/4/16
Date

Faculty Coordinator for General Education 3/23/13
Date

Chair, General Education Committee 5/23/13
Date

Faculty Senate Secretariat
Date
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Religious Studies

Course Acronym, Number, and Title: RELS 205 Sacred Texts of the East

Category (Check only ONE )

_____ 1 The Role of Language in Culture

_____ 2 Global and Cultural Awareness

___X___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course is designed to teach students the basic formation and diversity of sacred texts in the following cultures: India, China, and Japan. Students are expected to learn the literature and text theories in classical Hinduism, Buddhism (Theravada and Mahayana), Sikhism, Chinese Confucianism and Daoism, and Japanese Shinto. The course focus is threefold: first on the formation of texts in a given traditions; second, contextualizing those texts in terms of specific debates and historical developments; and third, to make students aware of various text traditions within multiple Asian cultures. I also use scholarly articles to pinpoint key theoretical concerns in the study of Asian sacred texts. I emphasize canon formation, text based ritual practices, and divergent schools manifest in intra-religious conflicts over text interpretation. Artifacts analyzed are primarily written texts but also texts related objects used on rituals related to those texts. Also some music, chanting, and other artistic forms. The main challenge for disability students in this course is the requirement to learn original language terms in Sanskrit, Pali, Chinese, and Japanese – all texts are translated into English but students must learn a considerable number of non-English terminology.
RELS 205 Sacred Texts of the East

Dr. Lee Irwin
4-B Glebe Street, Room 201
Religious Studies Department, Fall 2015
E-Mail Address: IrwinL@cofc.edu (send a message!)
Office Hours: Tues & Thurs 1:45-3:00, Mon & Weds. 12:00-1:45
(or by appointment)

Course Description: This course will explore the foundational texts of the religions of India, China, Southeast Asia, and Japan. The traditions we will cover are: Hindu, Buddhist, Sikh, Confucian, Taoist, and Shinto, with the greatest emphasis on Hindu, Buddhist, Confucian, and Taoist written texts. We will take an inductive approach to each text tradition and through careful reading of texts, seek to determine core beliefs of each tradition established by those texts. We will consider historical context, spatial location, textual diversity, internal debates on interpretation, canon development, conceptual theories of the text, including text recitations, and the ritual care of texts. We will look at issues of oral versus written texts, image and symbol texts, and text transmission. No previous knowledge of these traditions is required for this course; this is a course on the hermeneutics of the texts and interpretations, not a survey of general beliefs and practices.

Books:
Six Articles on-line at OAKS/RELS 205/Contents

Student Learning Outcomes (SLO): This course meets the requirements for General Education Certification based on the following two SLO, Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture. Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. These outcomes will be assessed in the final writing assignment (Paper #2, worth 15% of the final grade).

Foreign Language Alternative: This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3). Program Learning Outcome: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

Requirements: Students are expected to attend all classes and participate in class discussions, missing more than three classes can result in a lower grade. The assignments in this course include the following: FOUR 15 minute quizzes (5% each = 20%), two short papers (15% each = 30%), Mid-Term (25%), and Final (25%). The papers will be 3-4 pages in length, each summarizing one article on OAKS and relating the theory of that article to the texts we are reading for that tradition. No excuses will be accepted for missed assignments or exams, such as over sleeping, lost books, or being stuck out of town. If you have a legitimate excuse, please talk to me before the scheduled assignment. Late papers will have severe reduction on the grade. All missing assignments will receive a failing grade.
Classroom Electronics: Students must TURN OFF all electronic devices before class starts; you are not permitted to engage in texting or reading electronic mail (etc.) while class is in session. If you have a computer for taking notes, you must ONLY take notes (no jumping to read email or surf the web, unless requested). Violation of this code will result in deduction of points from your final grade average.

Honor Code: Lying, cheating, and plagiarism are violations of the Honor Code and are not permitted at the College. A student responsible for academic dishonesty will receive a XF in the course, indicating failure based on dishonesty. Students should be aware that unauthorized collaboration on papers—working together without permission—is a form of cheating.

Center for Student Learning offers academic support services for assistance in study strategies, speaking & writing skills, and course content. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Disabilities: If you have a disability that qualifies you for academic accommodation, please present a letter to me from the Center for Disability Services at the beginning of the semester. Please discuss with me any special needs you may have. For more information regarding accommodation and the SNAP program, see: http://www.cofc.edu/~cds/index.htm

Grading Scale: Numerical/letter grades: A+ = 100-97; A = 96-93; A- = 92-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D+ = 69-67; D = 66-63; D- = 62-60; F = 59 or lower.

Reading Assignments: Reading assignments must be done BEFORE the class for which they are assigned, not after; then you can follow the discussion, ask questions, and we can have an informed dialogue on the subject of the reading.

!! BRING YOUR Readings in Eastern Religions TO EACH CLASS !!

I. Week One: August 25, 27 “Sacred Books of the East”
   A. Reading Assignment: Readings in Eastern Religions, xi-xiv; Asian Religions, 3-17.

II. Week Two: September 1, 3 Sacred Texts of India / Hinduism
   A. Reading Assignment: Readings in Eastern Religions, 3-44;
   B. Reading Assignment: Asian Religions, 105-122.

III. Week Three: September 8, 10 Sacred Texts of India / Hinduism
   A. Reading Assignment: Readings in Eastern Religions, 44-73, 81-96;
      Asian Religions, 123-137.
   C. QUIZ ONE, September 10

IV. Week Four: September 15, 17 Early Buddhism
A. Reading Assignment: *Readings in Eastern Religions*, 113-147;
B. Reading Assignment: *Asian Religions*, 141-163.

V. **Week Five:** September 22, 24  Sacred Texts of Buddhism
A. Reading Assignment: *Readings in Eastern Religions*, 197-194
B. Reading Assignment: *Asian Religions*, 164-178.
C. Paper One Handout, September 24, Hinduism / Buddhism

VI. **Week Six:** September 29, October 1  Sacred Texts of Buddhism
A. Reading Assignment: *Readings in Eastern Religions*, 194-233.
B. Reading Assignment: *Asian Religions*, 181-198.
D. **QUIZ TWO: September 29**

VII. **Week Seven:** October 6, 8  Sacred Texts of Sikhism
A. **PAPER ONE DUE: October 6** Hinduism and Buddhism
B. Reading Assignment: *Readings in Eastern Religions*, 249-263

VIII. **Week Eight:** October 13, 15  Sacred Texts of Sikhism
A. **Article, October 13:** "The Word as Guru: Sikh Scripture and the Translation Controversy."
B. **MIDTERM EXAM: October 15**
C. **FALL BREAK:** No class, October 20

IX. **Week Nine:** October 22 Sacred (?) Texts of Confucianism
A. Reading Assignment: *Readings in Eastern Religions*, 267-286.
B. Reading Assignment: *Asian Religions*, 21-50.

X. **Week Ten:** October 27, 29  Sacred (?) Texts of Confucianism
A. Reading Assignment: *Readings in Eastern Religions*, 286-298.

XI. **Week Eleven:** November 3, 5  Sacred texts of Daoism
A. Reading Assignment: *Readings in Eastern Religions*, 301-313.
C. **QUIZ THREE:** November 5
XII. **Week Twelve:** November 10, 12  Sacred Texts of Daoism
   A. Reading Assignment: *Readings in Eastern Religions*, 313-323.
   C. **Paper Two Handout:** Confucianism / Daoism, SLO Assignment

XIII. **Week Thirteen:** November 17, 19  Sacred Texts of Shinto
   A. Reading Assignment: *Readings in Eastern Religions*, 341-361.
   B. Reading Assignment: *Asian Religions*, 209-226.
   C. **PAPER TWO DUE:** November 17 Confucianism and Daoism

XIV. **Week Fourteen:** November 24  Sacred Texts of Shinto
   A. Reading Assignment: *Readings in Eastern Religions*, 361-378.
   B. Reading Assignment: *Asian Religions*, 227-235.
   C. **QUIZ FOUR:** November 24

XV. **Week Fifteen:** December 1, 3 Concluding Thoughts
   A. Reading Assignment: *Readings in Eastern Religions*, 381-388.
   B. Reading Assignment: *Asian Religions*, 239-245.

   **B. FINAL EXAM: DECEMBER 10,**
   8:00 AM (section 01, 10:50 T/Th)
   AND
   12:00 Noon (section.02, 12:15 T/Th)
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: RELS

Course Acronym, Number, and Title: RELS 240 The Buddhist Tradition

Category (Check only ONE )

1 The Role of Language in Culture
2 Global and Cultural Awareness
XX 3 Regions of the World

1) Attach the Syllabus (see RELS 240 syllabus attached)

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

The Buddhist Tradition focuses on how Buddhism emerged in India and then spread to Thailand and Tibet. More than half of the class focuses on the origins and development of Buddhism in India, and students learn about pre-Buddhist Indian cosmology and soteriology, the caste system and asceticism, and attitudes towards gender and money before they learn about Buddhist innovations in these cultural domains. For their first short essay students read a book about the practice of Buddhist meditation and monastic life in contemporary Thailand, and they learn a good deal about the shared social values of Thai people and their conditional support for monks and nuns as long as they uphold their Buddhist vows. Since the book focuses on the experiences of two North American practitioners of Buddhism while they are living in a Thai monastery, much of the book focuses on the tension between western and Thai Buddhist value systems, which helps my students to realize how much “baggage” western Buddhists bring with them when they join a monastery in Southeast Asia. For the midterm exam essay question, students examine how monks and laity serve each other in a dynamic interdependent relationship that is often symbiotic and reciprocal, where the common spiritual “currency” exchanged between monks and lay people is the notion of Buddhist merit. This topic also allows students to examine the more limited role and participation of women as nuns in the Buddhist monastery, and they consider how much Buddhist ethical and doctrinal prescriptions with regard to women are shaped by Asian cultural and social values and to what extent Buddhist doctrines shaped cultural attitudes towards women.

Gender hierarchies are called into question in the second half of the course when we focus on Mahayana and Tantric Buddhism that emerged in India and then moved into neighboring Tibet. Tibet is a culture that is profoundly shaped by Buddhist values, and we explore the figure of the enlightened tulku and Dalai Lama, the secular and religious leader of the Tibetan people whose religio-political authority is rooted in his perceived status as an enlightened Buddhist being. While the Dalai Lama institution is unique to Tibet it could not have developed without a model of enlightened Buddhist kingship that Tibet adopted from India. Finally, the course ends by examining how Southeast Asians (Vietnamese, Laotian, and Cambodian refugees fleeing to America during the Vietnam war) brought their Buddhist culture and values to the US during the 1960s, followed in the 1970s with an influx of Tibetan refugees and Buddhist teachers, which altered the religious landscape of the US.

The RELS 240 course requires that students master an extensive list of Buddhist terms, identified on p. 7 of the syllabus and students are required to analyze Buddhist primary sources and explain their content on passage identification and analysis questions on quizzes and exams. Students thus become conversant in Sanskrit and Tibetan Buddhist vocabulary and they can apply it effectively in their analysis of Buddhist sacred texts.
Course Description
It’s time to wake up! The goal of this course is to familiarize you with the religious traditions that derive from the teachings of the Buddha, the “Awakened One.” Such a survey course is not intended to steer you toward or away from any particular Buddhist tradition, nor is it intended to foster any spiritual search in which you might be personally engaged. Rather, its goal is for you to achieve an accurate understanding of Buddhism as practiced in India, Thailand, and Tibet on those societies’ own terms, and to evaluate their traditions in a manner that is both sympathetic and properly critical. In this course you will discover how Buddhism is a diverse tradition of great complexity and you will see how its dimensions evolved to answer the needs of people of different cultures and historical periods. We will also work to undo a few of the common misunderstandings in the West about Buddhism being a timeless form of universal wisdom, or a spiritual practice intended to reduce stress.

This course will introduce a number of enduring themes relating to Buddhist philosophy (e.g. the status of the self and enlightenment), Buddhist practice and ethics (e.g. monastic life, meditation, making merit and rituals), and politics and society (e.g. Buddhist kingship, Buddhist gender roles and race). We will trace the transmission and transformation of Buddhist beliefs and practices from India into Thailand, Tibet, and finally America. We will rely extensively on primary texts in the required readings, but we will also read two compelling books (a spiritual travelogue and a novel) about western spiritual seekers. We will also watch films and documentaries, which illustrate how Buddhist ideas and practices are woven into many aspects of life in Asia. You should consider these films as “texts,” for their content will be covered in exams.

Course goals and learning outcomes
- to acquire religious literacy in the key ideas and practices of Buddhism and a familiarity with how they have changed and developed over time;
- to recognize the diversity of Buddhisms by reading primary sources and analyzing their multiple dimensions from different disciplinary perspectives;
- to foster an awareness of how religion and culture shape your perceptions and the values that you take for granted and to challenge your ethnocentric assumptions about Buddhism as a religion
- to demonstrate effective writing skills with the ability to craft an argument in defense of a thesis statement using and analyzing supporting evidence from primary and secondary sources.

This course also satisfies the General Education Student Learning Outcomes:
1) Students analyze how ideas are represented, interpreted, and valued in various expressions of human culture; 2) Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These two General Education learning outcomes will be demonstrated on the final exam essay.

This course has also been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Required Texts
- J. D. Salinger, Franny and Zooey. Little, Brown and Co., 1961
Course Requirements

The course presumes no previous experience in Buddhism or religious studies, but it has as a prerequisite the desire to read challenging and unusual materials about Buddhism and Asian cultures and to engage in conversation about these readings. These expectations are explicitly identified in the following points.

- **Completion of required reading assignments PRIOR to lecture**
  
  It is strongly recommended that you read the assignment before we study the topic in class. This will help you understand the lectures. When there is an assignment from the ER material on OAKS you should bring it to class with you.

- **Regular attendance at lecture and participation in class discussions**
  
  Whatever you get out of this course is directly related to how much you put into it. Please come to class in good conscience. If you have issues, please contact the Undergraduate Dean’s office to document the reason for your absence. You are responsible for making up any absences; please get any notes on missed lecture material from classmates.

- **Weekly Reflection Cards (15% of grade)**
  
  Every day marked RC# due you are to bring to class a thoughtful written reflection and/or question related to the assigned reading for that week. The reflection should be written on a 3x5 or 5x7 card and be based on an issue that you have found thought provoking, challenging, or interesting. Questions should not simply ask for factual information, but raise questions of interpretation, while your reflections should explore significant issues or express concerns about the topics that are important to you.

  Grades for RC are: + (100); √+ (90); √ (80); √- (75); and — (70)

- **Two Quizzes on 2/29 and 4/2 (5% each, or 10% of final grade)**

- **Midterm and Final exam (20% each, or 40% of final grade)**
  
  The Quizzes and Exams will consist of multiple choice, short answer, identification and explanation of key scriptural passages, and short essay. If you miss a quiz or exam and provide a legitimate excuse, I do give makeup tests, but they are harder than the original tests. An unexcused missed exam counts as a 0.

  Review sheets will be provided before each quiz or exam.

- **Two Short Essays of 2 pages (7.5% each, or 15% of final grade)**
  
  These two essays will be based upon assigned topics and may not exceed two pages each. The first paper will focus on the practice of meditation in a Thai Buddhist monastery (based on What the Buddha Never Taught) and it is due on 2/12 in class; the second paper will be based upon the novella Franny and Zooey and it is due in class on 3/19. Late papers are not accepted since the essay topic will be discussed in class.

- **Term Paper of 6-7 pages (20% of final grade)**
  
  The term paper will be based upon a topic to be assigned in advance. It is due without fail on 4/14.

- **Academic Integrity and the Honor Code**: There is a zero-tolerance policy toward plagiarism or any other form of academic dishonesty in this course. This means that anyone caught taking credit for work that is not his or her own, or cheating in any other way, will receive a failing grade for the entire course. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty.

  **SNAP students**: If you have a disability that qualifies you for academic accommodation, please provide me with a letter from the Center for Disability Services at the beginning of the semester.

  For more information on the SNAP program, see: [http://disabilityservices.cofc.edu](http://disabilityservices.cofc.edu)

### Grading Scale:

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A+ 97-100 (4.0)  B 82-85 (3.0)  C- 69-71 (1.7)  F below 59
Lecture Topics and Reading Assignments

The following abbreviations will be used in listing the schedule or required readings for each class:
ER#1 refers to the 1st reading assignment listed on OAKS; BVSI refers to Buddhism: A Very Short
Introduction; SoB refers to The Story of Buddhism; EB: 7-23 refers to pages from The Experience of
Buddhism anthology; WBNT refers to What the Buddha Never Taught; RC#1 due = 1st Reflection Card.

Week 1 Introduction to the Study of Buddhism
Nano-in, a Japanese Zen master during the Meiji era (1868-1912), received a college student who came to
inquire about Zen. Nano-in served tea. He poured his visitor’s cup full, then kept on pouring. The student
watched the overflow until he could no longer restrain himself. “It’s full! No more will go in!”
“Like this cup,” Nano-in replied, “you are full of your own opinions and speculations.
How can I show you Zen unless you first empty your cup?”

1/13 What is “Buddhism?” How do we study it at a secular school? How can we empty our “cups?”
(Review syllabus, exercise in oral transmission of the “essence” of Buddhism)

1/15 On Blind Men and Elephants: How Buddha got Ism-ed
(ER#1: “The Blind Men & Elephant;" BVSI: chapter 1; and SoB: chapter 1) RC#1 due

Week 2 Life of the Buddha as Sacred Story and Drama

1/20 Comparing Versions of Buddha’s Biography: From Fruitful Dreams to the Awakened One
(BVSI: chapter 2; and ER#2-3: “Buddherotica” & “Life of Gotama Buddha,” and EB: 7-23)

1/22 The Ministry of the Buddha and His First Disciples
(ER#4-4a: “The Early Life of the Buddha,” “Prince of the Ascetics,” and EB: 56-60) film: excerpts
from Little Buddha (w/ Keanu Reeves as Buddha Himself!) RC#2 due

Week 3 Commemorating the Life, Enlightenment, and Death of the Buddha

1/27 The Buddha’s Final Days and “Passing Away;” Making His Absence Present
(FR#5: “Final Days;” and EB: 1-7, 45-50) RC#3 due

1/29 The Buddhist Cosmos: The Wheel of Life, Death, and Rebirth
(BVSI: chapter 3; and EB: 36-41, 110-113) images and handout: Tibetan Wheel of Life
Quiz #1 on the life and death of the Buddha

Week 4 Teachings of the Buddha: Turning the Wheel of the Dharma

2/3 The Buddha’s First Sermon on the Middle Way
(BVSI: chapter 4; EB: 42-45, 98-99; and WBNT: chapter 1)

2/5 Missing Persons Report: The Buddhist Doctrine of No-Self and Nirvana
(WBNT: chapter 2; and EB: 99-104, 114-18) RC#4 due

Week 5 Meditation: Putting the Dharma into Practice

2/10 Two Types of Meditation: The Practice of Calm and Insight
RC#5 due
2/12  Embodying the Dharma, Taming the Monkey Mind, and Samadhi Suicide  
(WBNT: chapters 3-4; and chapter 9 pp.173-179)  
2-page essay due in class: What the Buddha Never Taught about practicing meditation

Week 6   The Buddhist Monastic Community: Bodily Discipline, Social Discipline

2/17  Buddhist Councils and Economics: Making Merit and Money for the Sangha  
(WBNT: chapters 7-8 & 10; and EB: 126-128) video: “The Buddha as Businessman”

2/19  The Monastic Code: Ritualized Rules and Regular Transgressions  
(WBNT: chapter 5; ER#7-8: “Vinaya Vignettes” & “Memorizing the Buddha;” EB: 75-81, 88-91)  
RC#6 due

Week 7   Buddhist Nuns & Gender Hierarchies

2/24  Monks and Nuns: Buddhist Attitudes towards Gender and Sexuality  
(EB: 63-70; SoB: pp. 151-165; and also ER#9-10: “Gotami’s Story” and “Bowing Not Scraping”)  
RC#7 due

2/26  Midterm in Class

3/3-5  Spring Break (take Franny and Zooey with you!)

Week 8   Reviewing Early Buddhism, Introducing Mahayana Buddhism

3/10  Retracing the Footsteps of the Buddha, Looking Ahead to Mahayana Buddhism  
  (BVSI: chapter 5; EB: 173-181; begin reading Franny and Zooey)

3/12  The Ethics of the Bodhisattva: Compassion and Skillful Means  
  (SoB: 64-72, “Hinayana and Mahayana;” EB: 145-151; and ER#11: “Adam Yauch”)  
RC#8 due

Week 9   Mahayana Buddhist Philosophy and Practice

3/17  Mahayana Philosophy: Emptiness, Illusion, and Non-Dualism  
  (EB: 154-162; SoB: 72-83, “The Bodhisattva;” read more from Franny and Zooey)  
RC#9 due

3/19  Compassion and Skillful Means revisited  
  (Finish Franny and Zooey)  
  2-page essay on Franny & Zooey due in class

Week 10   The Mahayana Multi-verse: Visions of Pure Land Paradises

3/24  The Mahayana Pantheon and Visions of Amitabha’s Paradise  
  (EB: 188-190, 197-200; and SoB: 83-92, “Other Buddhas, Other Worlds”)

3/26  Pure Land Buddhism: Faith in an “Other Power”  
  (SoB: 230-242, “The Pure Land”, and EB: 289-291, 318-20); RC#10 due
**Week 11  Zen Buddhist Monasticism and Tibetan Iconoclasm**

3/31   Zen Monasticism: Site of Enlightenment or Buddhist Boot Camp?
       (SoB: 242-248 on “Zen”; ER#12-12a: “My Struggle to Become a Zen Monk” and “Kamadhatu, a Modern Sutra”)  **RC#11**

4/2   The Magic of Liberation: “Crazy” Saints and Tantric Iconoclasm
       (SoB: 213-230 on “Tantra;” and EB: 206-210, 271-277)  **Quiz #2 on Mahayana Buddhism**

**Week 12  Tantra in India and Tibet**

4/7   Tantric Rituals of Body, Speech and Mind: Mudra, Mantra, and Mandala
       (EB: 210-20)  **film: Wheel of Time**

4/9   The Tibetan Tulku Transplanted to America...via Greyhound
       (FR#13-14: “Divine Birth & the Absent Mother” & “Greyhound Bodhisattva”)  **RC#12**

**Week 13  Meditating in an Alabama Prison and Buddhist Modernism**

4/14  Gaining Insight and Freedom from the Prison of Samsara in Alabama
       (ER#15: “Inside Donaldson”)  **film: The Dhamma Brothers**

       **Term paper due in class**

4/16  Buddhist Modernism: Is Buddhism really compatible with science and psychology?
       (ER#16: “Buddhist Modernism;” and BWSI: Chapter 9)  **RC#13**

**Week 14  The Challenges of Re-presenting Buddhism in America**

4/21  Buddhism in America: Asian Immigrants and the Buddhist Syncretism of Smokey the Bear’s Sutra
       (ER#17: “Visible and Invisible;” and EB: 341-45)  **RC#14**

4/23  Dharma, Diversity & Race: Being Buddhist and a Minority in America
       (ER#18-20: “Waking Up to Racism;” “Why Buddhism for Black America Now?” and “Sweet and Sour Buddhism”)  **RC#15**

**FINAL EXAM SCHEDULE**

5/2  240.001 (8:00)  **Exam on May 2 from 8:00-11:00 am in ECTR 219**

5/5  240.002 (10:50)  **Exam on May 5 from 8:00-11:00 am in ECTR 219**
List of Sources for Electronic Readings (pdf articles) on OAKS

Please use this information in your bibliography when you cite these sources for your term paper. Sources listed in bold font are cited in multiple ER listings.

4a. Charles Johnson, “Prince of the Ascetics” from his Taming the Ox: Buddhist Stories and Reflections on Politics, Race, Culture, and Spiritual Practice (Boston: Shambhala, 2014), pp. 131-140.
8. Keith Heller, “Memorizing the Buddha” from Nixon Under the Bodhi Tree, pp. 149-166.
Terms and Concepts for the Study of Buddhism

Note: These are technical terms that you must know in order to do well on quizzes and exams. Keep this list handy as you read the assignments and write down their definitions and meanings. This list is subject to change: sarvam anityam or “everything is impermanent,” as Buddhists say.

Life and Teachings of the Buddha

_Upanishads_, samsara, karma, Atman, moksha, yoga, caste, shramana, kshatriya
Shakyamuni, Siddhartha, Gotama, Bodhisattva, Jina, Tathagata, cakravartin
Ashvagosha, _Buddhacarita_, _Mulasarvastivadin Vinaya_, Four Sights, Rahula, Yashodhara
Great Departure, Maru, bodhisattva-power, asceticism, 3 Watches of the Night,
Bodh Gaya, Sangha, Ananda, Parinirvana, cult of relics
Relic veneration, stupa, Wheel of Life, 6 Rebirth Realms, Mt Meru, Three Defilements (kleshas)
Middle Way, Four Noble Truths, Three Marks of Existence, Eight-fold Path, Nirvana, Arhat

Buddhist Practice, Ethics, and Institutions in India

Mindfulness, vipashyana vs. shamatha, dhyana, supernatural powers, loving kindness meditation
Pali, Sanskrit, _Five Aggregates_ (skandhas), _Forest monks_, Buddha, Dharma, Sangha
Ananda, Sutra, Vinaya, Abhidharma, Tripitaka, schism
Ashoka, cakravartin, Nikaya, Three Councils, laity, merit-making rituals, merit transfer
Pratimoksha, ordination, Upasatha, Sangha expulsion, eremitic, cenobitic, laity
Mahaprajapati/Gotami, soteriological inclusiveness, ascetic misogyny, institutional androcentrism

The origins of Mahayana and the Perfection of Wisdom

Mahayana vs. Hinayana, Arhat vs. Bodhisattva, _Perfection of Wisdom, Heart Sutra_, mantra
Bodhisattva path/vow, _bodhicitta, upaya_ and compassion/ethics, _Lotus Sutra_, Beastie Boys
_Shunyata_ vs. _svabhava_, Nagarjuna, Madhyamika, Two Truths, non-dualism, unlocatable nirvana
3 Bodies of the Buddha, Amitabha/Amitayus, Pure Land/Buddha Field, Sukhavati, nembutsu
Self-power vs. Other-power, faith vs. works, Degenerate Era, mappo
Mahakasyapa, Bodhidharma, patriarch, the Zen “creed,” lineage, mind-to-mind transmission
Hui K’o and Hui neng, sudden and spontaneous enlightenment, niwazume, Roshi

Tantric Buddhism in India/Tibet and Buddhism in America

Tantra, Vajrayana, Marpa & Milarepa, Siddha, Guru/ lama, twilight language, Lakshminkaradevi
Tantra as performing art, mudra, mantra, mandala, iconography and iconoclasm
Three Bodies of a Buddha, Tulku, rebirth vs. reincarnation, deity yoga/grasping the divine pride
Dharma Brothers, Elite Buddhism, Evangelical Buddhism, Ethnic Buddhism, Soka Gakkai
Gary Snyder, _Smokey the Bear Sutra_, bell hooks, Charles Johnson, Victor Hori

Terms for the academic study of Buddhism

7 dimensions of religion, empathy and bracketing, creed, demythologization, hagiography “Original Buddhism,” hermeneutics, exegesis, cosmology, purgatory, oral-aural transmission
Asceticism, cosmology, purgatory, orthodoxy, sect, exegesis, canon, creed, sectarianism
Reification, apophatic, sinicization, antinomian, iconoclasm, transgressive sacrality, iconography
Orientalism, spiritual materialism, neo-colonialism, therapeutic individualism, Buddhism & race
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Religious Studies

Course Acronym, Number, and Title: RELS 245, Religions of India

Category (Check only ONE)

   1 The Role of Language in Culture
   2 Global and Cultural Awareness
   X 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course studies one region of Asia in detail, the country of India. The students will study belief systems and ritual practices from Hinduism, Buddhism, Jainism and Sikhism, and the class will look at artwork, sculpture and other artifacts that deal with Indian religion.

The signature assignment will have the students apply Hindu categories of understanding to two events, one personal, one national or international. It will include four categories, such as the Hindu ideas of karma, dharma, prema, and ahimsa. Students will discuss how a Hindu philosopher would analyze these situations, using these categories.

This paper will analyze how ideas are represented, interpreted and valued in Hindu culture, with each term based on a relevant primary source, which is identified, described, and contextualized. It will include analyses of belief systems and ritual action, and terms from Sanskrit will be discussed by the students. It fits the learning outcome for a region of Asia, examining perspectives, practices and artifacts.
Office: 4 Glebe St, Room 101
Office Hours: Weds 11:00-12:00, 2:00-4:00, Thurs 3:00-4:00
Phone: (843) 953-5956
E-mail: mcdanielj@cofc.edu

Goals: This course will introduce some religious and cultural aspects of India. It will focus upon the major religious tradition of India, Hinduism, but will also include information on Buddhism, Jainism, Sikhism, and Islam, as well as Judaism and Christianity in the South Asian context. The class will give skills and knowledge that are important for Religious Studies, and include reading and analysis of primary texts, data from fieldwork, films and guest speakers.

General Education Student Learning Outcomes:

This course satisfies the General Education requirements for a Humanities course and students will achieve these two learning outcomes:

1) Students analyze how ideas are represented, interpreted or valued in various expressions of human culture;

2) Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. These two learning outcomes will be demonstrated on the paper #1.

In addition, for the Foreign Language Alternative Program

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Note: The course will require memorization of some Sanskrit and Bengali terms.
REQUIRED TEXTS:

Embree, Sources of Indian Tradition
Flood, An Introduction to Hinduism
Pechulis and Raj, South Asian Religions
Radha, Mantras: Words of Power

OPTIONAL READINGS: ON RESERVE

Goldberg, American Veda
Ram Dass, Be Here Now

ATTENDANCE: There will be three allowed absences. I will note a warning on the attendance sheet at the third absence, saying that the student will be dropped if there is another absence. Four absences means two weeks of work missed. Class lectures include information that is not in your textbooks. If the absences are excused (due to illness or other emergency) please let me know and I will cross them off the attendance sheet.

CELL PHONES MUST BE TURNED OFF DURING CLASS!

GRADING: Will be based upon five grades, each worth 1/5 of the total grade. There will be 3 tests, and 2 papers. The passing grade is D-, or 60. Grades are not curved.

Grading scale:

- A: 94-100
- A-: 90-93
- B+: 87-89
- B: 84-86
- B-: 80-83
- C+: 77-79
- C: 74-76
- C-: 70-73
- D+: 67-69
- D: 64-66
- D-: 60-63
- F: below 60

Class participation will raise your grade, and never saying anything will lower your grade. I give makeup tests only for emergencies, and they are harder than the original tests (there is no choice of questions).

PAPERS: This class requires two writing assignments. A writing guide will be given out for the papers. Each paper should be 7-10 full pages long, and in addition have a title page and bibliography. They must be handed in on time, and in hard copy (no electronic papers will be accepted). There will be 10 points deducted for each class that the paper is late.
PAPER #1- Signature Assignment. This will be due on October 10.

Apply Hindu categories of understanding to two events, one personal to you, one national or international. Include four categories, such as the Hindu ideas of karma, dharma, prema, and ahimsa. How would a Hindu philosopher analyze these situations, using these categories? This paper will analyze how ideas are represented, interpreted and valued in Hindu culture, with each term based on a relevant primary source, which is identified, described, and contextualized.

In the paper, students should be able to discuss these issues:

1. How have these categories of understanding been used in texts from the past, like the Upanishads and the Bhagavad Gita?
2. How can these ideas from Indian tradition be used to analyze events in modern West?
3. How have these ideas influenced the beliefs, practices, aesthetics and history of the religious tradition that you have chosen? Why were these ideas important?
4. Include a discussion of the primary text which uses each category: You should say what kind of text it is, the author, the date, and the environment in which it was written.

PAPER #2- This term paper will be a report on a ritual (like prayer, meditation, birth or death practices), a deity or a philosophical idea within the area of one of the Indian religions that we have studied. You should discuss your topic in both historical context and in the modern world. Other topics are possible with the permission of the professor. I shall hand out a writing guide for the paper.

Paper #2 is due on November 5.

Abbreviations for textbooks:

Sources of Indian Traditions: SIT
An Introduction to Hinduism: Intro
Mantras: Mantras
South Asian Religions: SAR
# SYLLABUS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>8/20</td>
<td>Introduction, film</td>
<td>Intro, chap. 1</td>
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<tr>
<td>8/22</td>
<td>Tribal Religions in India</td>
<td>SAR, chap. 1</td>
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<td>8/27</td>
<td>Ancient India, the Vedas</td>
<td>Intro, chap. 2</td>
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<td>SIT, chap. 1</td>
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<td>8/29</td>
<td>The Upanishads</td>
<td>SIT, chap. 2</td>
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<td>9/3</td>
<td>Yoga, renunciation and asceticism, Film, ‘Naked in Ashes’</td>
<td>Intro, chap. 4</td>
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<td>SIT, Patanjali</td>
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<td>9/5</td>
<td>Jainism</td>
<td>SIT, chaps 3-4, SAR, chap. 3</td>
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<td>9/10</td>
<td>Theravada, Mahayana and Vajrayana Buddhism</td>
<td>SAR, chap. 4</td>
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<td>9/12</td>
<td>Buddhism, film, ‘The Great Wheel of Being’</td>
<td>SIT, chaps 5-7</td>
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<td>9/17</td>
<td>Ayurveda, Music, Art, Dance</td>
<td>Bring in discussion questions</td>
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<td>9/19</td>
<td>TEST #1</td>
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<td>9/24</td>
<td>The rise of Bhakti</td>
<td>Intro, chap. 5, 6</td>
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<td>9/26</td>
<td>Dharma and the four goals of life, Film ‘Hinduism: a way of life’</td>
<td>Intro, chap. 3</td>
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<td>SIT, chaps 8-10</td>
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<td>10/1</td>
<td>Moksha and the Bhagavad Gita</td>
<td>SIT, chap. 11</td>
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<td>10/3</td>
<td>Hindu devotion, Vaisnnavism</td>
<td>SIT, chap. 12</td>
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<td>Intro, chap. 5</td>
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<td>10/8</td>
<td>Rama and the Ramayana</td>
<td>Intro, chap. 6</td>
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<td><a href="http://www.mythome.org/RamaSummary.html">http://www.mythome.org/RamaSummary.html</a></td>
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<td>Film, ‘Sita Sings the Blues’</td>
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<td>Date</td>
<td>Activity</td>
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<td>10/10</td>
<td>Shiva and Shakti Film, ‘Sons of Shiva’,</td>
<td>Intro, chap. 7 PAPER #1 DUE!</td>
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<td>10/15</td>
<td>FALL BREAK</td>
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<td>10/17</td>
<td>Goddess worship in India</td>
<td>Intro, chap. 8</td>
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<td>10/22</td>
<td>Other gods and goddesses, myths and rituals</td>
<td><a href="http://www.sanskrit.org/ww">http://www.sanskrit.org/ww</a>...</td>
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<td>10/24</td>
<td>Arranged marriage, dowry, role of women, family life</td>
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<td>Check marriage websites for partner, bring 3 to class,</td>
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<td>from different backgrounds, discussion</td>
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<td>10/29</td>
<td>TEST #2</td>
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<td>10/31</td>
<td>Hindu Ritual</td>
<td>Intro, chap. 9</td>
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<td>11/5</td>
<td>Puja lecture and discussion (guest speaker)</td>
<td>PAPER #2 IS DUE!</td>
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<td>11/7</td>
<td>Mantras and meditation</td>
<td>Mantras book</td>
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<td>11/12</td>
<td>South Asian Judaism and Christianity</td>
<td>SAR, chaps. 5 and 6</td>
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<td>11/14</td>
<td>Islam in South Asia</td>
<td>SIT, chaps 13 and 14</td>
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<td>SAR, chap. 7</td>
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<td>11/19</td>
<td>Sikhism, history and politics</td>
<td>SIT, chap. 16</td>
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<td>SAR, chap. 8</td>
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<td>11/21</td>
<td>Modern India- Gurus, BJP, and Indian Religions in the West</td>
<td>Intro, chap. 11</td>
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<td>Optional readings, Dass,</td>
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<td>Goldberg</td>
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**FINAL**
Academic Integrity and the Honor Code: There is a zero-tolerance policy toward plagiarism or any other form of academic dishonesty in this course. This means that anyone caught taking credit for work that is not his or her own, or cheating in any other way, will receive a failing grade for the course, which will show up on the transcript as an XF grade. Students are expected to abide by the Honor Code of the College.

If you have a disability that qualifies you for academic accommodation, please present a letter from the Center for Disability Services at the beginning of the semester. For more information, please contact www.cofc.edu/~cds/index.htm
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Religious Studies

Course Acronym, Number, and Title: RELS 248: Religious Traditions of China and Japan

Category (Check only ONE )

1 The Role of Language in Culture

2 Global and Cultural Awareness

X 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course studies one region of Asia in detail, the countries of China and Japan. This course chronologically surveys major religious ideas and practices of China and Japan, including shamanism, Daoism, Confucianism, state religion, popular religion, and Shinto.

The signature assignment will have the students write a term paper (worth a total of 20% of their final grade), which will ask students to analyze and compare primary sources from China and Japan, in terms of the religious, political, and cultural ideas they express.
College of Charleston
Department of Religious Studies
Spring 2016

RELS 248: Religious Traditions of China and Japan
MWF 9AM and 10AM; EDUCATION CENTER 219

Instructor: Dr. Elijah Siegler
Email: siegler@cofc.edu Office phone: 953-3910
Office: 4 Glebe St. #206
Office Hours: Tues and Wed 1-3 or by appointment

This course chronologically surveys major religious ideas and practices of China and Japan, including shamanism, Daoism, Confucianism, state religion, popular religion, Shinto, new religious movements, and post-modern religiosity.

This course will fulfill the General Education Student Learning Outcomes:
Student Learning Outcome #1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
Student Learning Outcome #2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These two learning outcomes will be assessed by the term paper (worth a total of 20%), which will ask students to analyze and compare primary sources from China and Japan, in terms of the religious, political, and cultural ideas they express.

There are three required books:
-- Eva Wong, Seven Taoist Masters, ISBN: 9781590301760

And one optional one: Matsuo Basho, Narrow Road to the Interior And Other Writings. ISBN: 9781570627163

There are also required readings on OAKS. Print these out! Please always bring the relevant book or printout to class.

Course Requirements:
* Submit a 5-6 pp. term paper: 20%
* Be prepared for 4 "surprise" quizzes (to be announced the class before), of which the lowest score will be dropped: 3x 5% = 15%
* Write any 5 out of 10 "memos" in response to the readings: 5x 5% = 25%
* Take a midterm exam given in class on March 4: 15%
* Take a final exam during Exam Week: 20%
* Attend class regularly and on-time, ready to discuss the reading: 5%
All work must be original and all sources correctly cited. The university's honor code will be strictly enforced. Students can find a complete version of the Honor Code and all related processes in the Student Handbook, available online.

**Grading 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-: 61-62 F: 60 or below.

**SCHEDULE OF CLASSES**

Fri Jan 8: *What is this class about?*

Mon Jan 11: *How do we study religion in China and Japan?*
Read: studyreligion.org; DuBois 1-14

Wed Jan 13: *What are the roots of Chinese religion?*
Read: DuBois 15-18; "Ancestors," 169-171 (OAKS); Sommer 31-32, 35-37, 349-350

Fri Jan 15: *What is the “Book of Changes?”*
Read: Sommer, 3-6; Skim: "Yijing" (OAKS)

Mon Jan 18: MLK Day- no class

Wed Jan 20: *What Are the Five Classics?* **Special Guest: Dr. Piotr Gibas**
Read: Sommer 7-12, 17-26

Fri Jan 22: *Who was Confucius?*
Read: DuBois 18-23; Sommer 41-48

Mon Jan 25: *Is human nature good or evil?*
Read: Sommer 55-70

Wed Jan 27: *How does Confucianism work in practice?*
Read: Sommer 105-112; DuBois 36-49

Fri Jan 29: *What were the Hundred Schools?*
Read: Sommer 49-54; Han Fei (OAKS)

Mon Feb 1: *What is Daoism?*
Read: DuBois 23-30; Sommer 71-72

Wed Feb 3: *How can we interpret the “Classic of the Way and Its Virtue?”*
Read: Sommer 73-75; Handout #1

Fri Feb 5: *Who was Zhuangzi (Chuang-Tzu)?*
Read: Sommer 77-83
Mon Feb 8: Why are longevity and immortality important? Read: “Body” (OAKS); Sommer 149-151

Wed Feb 10: How are martial arts religious? Special Guest: Alex Dellaria

Fri Feb 12: What is Buddhism? Read: DuBois 30-34; Sommer 119-128

Mon Feb 15: What is Buddhist wisdom literature? Special Guest: Nick Lavergne Read: Sommer 133-138, 142-143

Wed Feb 17: How did Buddhism become Chinese? Read: Sommer 155-159; DuBois 94-105

Fri Feb 19: How did Chinese literature reflect religion? Read: Sommer 165-174


Wed Feb 24: What is the “Complete Reality” School? Read: Wong xvi-xxiii; 25-100; Sommer 199-206

Fri Feb 26: What is Religious Syncretism? Read: Wong 101-176; DuBois 34-36


Wed March 2: Catch-up Discussion and Midterm Exam Review

Fri March 4: Midterm Exam

MARCH BREAK

Mon March 14: How does Shinto manifest in Japanese culture? Read: Boyd (OAKS)

Wed March 16: How does Shinto manifest in Japanese culture? Cont... Read: Murasaki (OAKS)

Fri March 18: What is the relationship between Shinto and Buddhism? Read: DuBois 55-61, 111-113; Kojiki, 21-23 (OAKS) Term paper proposal due via email
Mon March 21: How did Buddhism become Japanese?  
Read: DuBois 61-71; Nichiren (OAKS)

Wed March 23: What is Zen?  
Read: DuBois 113-122

Fri March 25: How did Shinto become militarized and nationalized?  

Mon March 28: What happened to Shinto after WWII?  
Read: "Religion as Ideology," 41-48 (OAKS)

Wed March 30: How did religion and modernity intersect in China?  
Read: DuBois 142-151; 161-173

Fri April 1: How did religion and Marxism Intersect in China?  
Read: DuBois 194-202; Sommer 303-316

Mon April 4: What is Qigong?  
Read: "Quiet Sitting" (OAKS); DuBois 213-214; Lowe (OAKS)

Wed April 6: How was Confucianism revived?  

Fri April 8: How have Chinese temples changed? Special Guest: Nick Lavergne  
Read: DuBois 174-175; "Rise of the Tao" (on OAKS)

Mon April 11: What is the role of Christianity in China and Japan?  
Read: DuBois 72-93, 191-193, 210-213

Wed April 13: Why does Japan have so many new religions?  
Read: DuBois 215-223; “Tenrikyo” (OAKS); “Soka Gakkai” (OAKS)

Fri April 15: How has Zen Become Globalized?  
Read: DuBois 224-230; “Zen” (OAKS); Soyen Shaku D (OAKS)

Mon April 18: How were Chinese and Japanese religions reinterpreted in the U.S.?  
Read: Soyen Shaku A, B, C (OAKS); Sommer 343-348  
*Term paper due in class*

Wed April 20: How did Daoism become Americanized?  
Reas: Wong, xv-xvi, 177-178; Siegler (OAKS)

April 21 (a Thursday!): Final Exam Review
MEMOS

Each memo should be between 300-600 words long and typed. (One single-spaced page is the perfect length.) Memos will not be accepted if they are late, even by one hour. Memos should not be sent via e-mail or handed in early: they must be handed in during class.

Excellent memos will be focused and demonstrate a solid understanding of the assigned readings, will answer the questions specifically, will make interesting connections (comparisons or contrasts) between reading, and will provide original insights into the material. Memos do not require any additional research and are more relaxed than formal papers. You do not need an introduction or conclusion: get right to your point! You do not need a works cited page but please use in-text citation for direct and indirect quotes sources from the class. For example: "Daoism was concerned with the quest for immortality (DuBois 29)." Please write clearly and carefully.

You can submit as many of these essays as you wish, but only the best five will be counted towards your final grade (5 x 5% each = 25% of your final grade).

1. On the "studyreligion.org" website, under the "What Is Religion?" tab, ten definitions of religion are offered. Which of these definitions does DuBois seem to use in his first chapter and why?
   Due 1/11

2. Confucius, Mencius and Hsun Tzu all place great value on ritual/rites. But they each have different emphases. How are they different? Why is ritual so important to them? Hsun Tzu's account of ritual is the most detailed. Summarize it and explain whether you agree with it or not.
   Due 1/25

3. Both Mo Tzu and Han Fei Tzu criticize Confucius, Confucians, and Confucian ideas, but they do so in different ways. What were their critiques? Which critique do you think makes the most sense? What do the critiques tell us about the social location of Confucianism in the Chou dynasty?
   Due 1/29

4. An undergraduate student once called Chuang Tzu (Zhuangzi) "a critique of consensus reality." What do you think that student meant by that? Use specific examples.
   Due 2/5

5. What is Wang Ch'ung-yang's monastic ideal? Why is monasticism necessary for achieving the Dao, according to Quanzhen (Chu'an-chen) Daoism? How is monastic life dramatized in Seven Taoist Masters?
   Due 2/26
6. Answer the two reading questions on p. 21 of the "Kojiki" reading on OAKS. 
Due 3/18

7. How were religion and politics in Japan linked? Answer by comparing two case studies, Kamakura-era Zen Buddhism and Meiji-era Shinto. 
Due 3/25

8. After briefly describing the "Cult of Mao" (1966-1976) and the "Qigong Movement" (1980s), discuss what features they have in common. What do these commonalities tell us about the role of religion in modern China? 
Due 4/4

9. "Rise of the Tao" is in part about how the rapid growth of the Chinese tourism industry will affect Chinese religion. Will tourism’s impact be positive, negative or mixed? 
Due 4/8

10. Tenrikyo is often considered one of Japan’s first “new religions.” What is new about it? What isn’t? What accounts for its success? (See also the eight reading questions on pp. 30-31 of the "Tenrikyo" reading on OAKS.) 
Due 4/13

&&&
Note: Students with documented disabilities who have been approved to receive accommodation through SNAP should feel free to discuss this during office hours. For more information, contact Disability Services at 953-1431.

&&&
The Center for Student Learning has writing labs and can arrange individual tutoring for this particular class. Drop by, go to http://www.cofc.edu/~csl/ or call 953-5635.

&&&
Technology policy
Let’s face it: technology breaks. An issue you may have with technology is no excuse for late work. You need to protect yourself by managing your time and backing up your work. Turn your cell phone on silent when you come into class. Do not text in class. If you bring a laptop to class, use it for class. I reserve the right to ask anyone with a laptop or tablet to use it to lookup something to help our class discussion. I also might check your screen to make sure you are not checking your friend’s Instagram, etc.