last updated: Friday, July 5, 2019

Syllabus — Version 2

Version two added an assignment category "6.5. Reflections" and fixed the syllabus numbering.

EALC 105
Interpreting Love Narratives (ILN)

(Officially: "East Asian Languages and Cultures 105: Dynamics of Romantic Core Values in East Asian Premodern Literature and Contemporary Film")

Summer 2019

Instructor: John R Wallace

Our class meets **Monday through Thursday, 10:10 AM – Noon (July 8 – August 15) in 223 Dwinelle**.

Our digital classroom has three spaces:

1. My public website, called "**Sonic**":

   Top page for office hours, what to prepare, and the daily events of class: http://www.sonic.net/~tabine/

   Be familiar with the contents of "Course syllabus and daily session details" and "Syllabus, Part 2"

2. **bCourse** — for announcements, materials, assignments, and grade reporting

3. **course Google Drive folder(s)** — for collaborative and other work

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1. Course description

EALC105 uses structured discussions designed around the love narratives found in contemporary East Asian films and stories with the aim of taking a measure of the status in them of traditional worldviews and values derived from Daoism, Confucianism, and Buddhism.

The core question of the class, in its brief form, is:

> **"To what degree is it helpful to know Daoism, Confucianism, and Buddhist to understand modern East Asian stories on their own terms?"**

The analytic method that has been designed for this class arises from an interpretive theory about how we assign significance to code (texts) and the role of culture when we do so.

Given the above basic question and the method used to explore it, the course offers

1. **an introduction to some of the basic values of traditional East Asia and how robust they may or may not be in modern narratives, but also**

2. **lays out a theory of reading and the importance of context (culture) in arriving at meaning.**

Through a well-defined method (via both individual and group work) as well as a shared course terminology, student-to-student differences in interpretive conclusions resulting from their worldviews and values become more evident. This helps identify cultural difference and affords an opportunity to interpret narratives more completely **from the perspective of the cultures in which they were produced and intended** for, rather than one's own set of values.

The films we will discuss are equally from China, Korea, and Japan. It is common that nine or so movies from the following list are viewed in full and analyzed: "2046" (Hong Kong), "Perhaps Love" (Hong Kong), "House of Flying Daggers" (Beijing), "Farewell My Concubine" (Beijing), "Three Times" (Taipei), "The Housemaid" (Seoul), "Chunhyang" (Seoul), "3-Iron" (Seoul), "Dolls" (Tokyo), "Tokyo Sonata" (Tokyo), "5-Centimeters" (Tokyo). There are also film shorts. Traditional narratives discussed at times include "Story of the Stone" (China), "Nine Cloud Dream" (Korea), "Chunhyang" (Korea), and "Tale of Genji" (Japan). The primary textbook for the course is Interpreting Love Narratives, written by me. Besides laying out a theory of interpretation, it considers in separate chapters the possible roles in modern love narratives of Daoism, Confucianism, and Buddhism. However, it prefaces these chapters with some basic statements on Greek ideas around the true and beautiful, Christian ideals about love, romanticism, and individualism, to help provide a textured vocabulary for rich, shared analysis of contemporary stories.

2. Prerequisites

None.

3. Learning objectives

3.1. Knowledge

Students will know, by the end of the class:

- some core worldviews and values of Daoism, Confucianism, and Buddhism, and how they might manifest in modern love stories
- some of the cultural differences among China, Korea, and Japan in how they relate to traditional authoritative thought systems
- a course lexicon related to analysis and interpretation
- some understanding of the dynamic presence of culture in identity and the generation of meaning
- some direct understanding of how differently individuals can interpret narratives

3.2. Skills

These skills will be developed:

- "reading" films in their full multimedia spectrum
- carrying out analysis based on the course interpretive method which privileges the role of the worldviews and values of relevant cultural groups—one that helps generate interpretations better engaged in the home cultures of the narratives and identifies misinterpretations baed on cultural bias

4. Relative weights of the three portfolio grade components

Activity or assessment	(tag)	Knowledge	Skills	Engagement
Record of ontime, attentive, attendance	ATTEND	attendance supports this grade		key to this grade
Exercises to practice content	EX	(important in developing knowledge)	(important in developing skills)	rate of on time and in good form submissions key to this grade
Reading checks or Viewing checks to determine if assignment material was read before class	R/VC	(promotes good preparation), moderately important for this grade	(promotes successful class sessions via preparation)	
Quizzes (short assessments, not necessarily less important)	Q	key to this grade		
Tests that happen during the term	MT	key to this grade		
Test that happens during finals week	FINAL	key to this grade	depending on the type of final, this is often key to this grade	
Projects	PROJECT	key to this grade	depending on the type of project, this is often key to this grade	
Essays	ESSAY	key to this grade		time investment key to this grade
Peer evaluations	PEER	can support this grade when the write appears well informed of the goals of the class or when those reviewed are described as well prepared or well informed		the effort you put in to making the peer review is key to the grade; what others say of you is taken into consideration
"General EC"	GenEC			taken into consideration
"Major EC"	MajEC	taken into consideration	taken into consideration	taken into consideration
In-class observation by me		important to this grade	important to this grade	key to this grade

The assessments of various activities in which the students will engage during the term are used at the end of the term in multiple ways to determine grades for these three areas:

1. **KNOWLEDGE** gained
2. **SKILLS** learned
3. course **ENGAGEMENT**

The relative weight for this course is: Knowledge-40%, Skills—20%, Engagement—40%. This means that the basics of Daoism, Confucianism, and Buddhism, as well as the course lexicon should be given priority, together with regular attendance and full, vocal, participation. Whether on can actually carry out the course method with success is less important. The textbook for the class supports all of the above categories. That being said, many will find actual experience in class is essential to gaining a full understanding of the abstract concepts. Therefore, preparation and attendance are extremely helpful for success in this course.

5. Frequently used assignments and assessments

5.1. How various types relate to the portfolio grade.

5.2. Assignment titles

Since I develop assignments as the class develops, not in a fixed way ahead of time, I needed to develop a titling system. The method I use tells the us the type of assignment, the session day for which it is relevant, and where the assessment took place.

For example:

"EX181205 InC Active Learning"

means "an exercise (EX) done on December 5, 2018, in class, and which was about active learning." Put schematically:

type of exercise - date - location - descriptive tag

6. Assignments for this course

6.1. Exercises (EX)

Exercises will be frequent. They are used to review knowledge, develop knowledge through discussion, and learn or practice skills that will later be assessed. Exercises are low risk assignments. They are graded, but the grade is usually a feedback grade. **However, whether they are complete or not, (in time and in good form) is indeed part of the engagement grade.** All assignments should be done with care. **Missed assignments due to absences or not submitted before the deadline cannot be made up.**

6.2. Attendance (ATTEND)

Attendance (**ATTEND**) will be taken and calculated on the Excel sheet. bCourse will not have an accurate representation since it only tracks attendance and late arrival. The standard I will use instead is:

> attentive, engaged* attendance from the beginning to end of the session, arriving on time,* not leaving the room during the class, not leaving early, and avoiding all multitasking.*

Late arrival and such usually generates 60% credit for the day. Unexcused absences are recorded as "0" and excused absences are not part of the calculations unless excessive.

The ATTEND score is a key element in determining engagement. Additionally, please note that regular attendance in my classes has proven to be essential for scoring well in other areas of the class.

If you have missed a class or been late or need to leave early let me know the reason via the Google Form. (See Syllabus, Part 2: GRADES "23.3. Reporting reasons for partial or missed attendance." Here is the URL: https://goo.gl/forms/ev8oNY6hWcuHvANz2)

*Engaged means arriving prepared, active listening, sharing ideas, facilitating the learning environment.

*On-time attendance means being in the room at the correct location (when seating is designated) and ready to start at the time your name is called during roll call, or when class officially begins, whichever comes first.

*Multitasking is any activity, even just brief activity, via device or by any other means that involves activities not related to what is going on in the classroom at that particular time. Keep chat windows and any other window not related to the class closed; keep phones dark; and so on.

6.3. Individual Analysis (IA)

Using the course method, a student, working entirely separately from others, generates an analysis of a film. These are used on their own or in preparation for a group report. The final exam is an IA. Completing IAs develop both knowledge and skills but in terms of the course grade it can be understood as primarily a "finish line" grade, with the finish line being the final exam event. Therefore, while the grades up until that time won't affect the course grade, learning to do IA well is absolutely key to the SKILLS grades. Further whether IA are completed and in good form is key to the ENGAGEMENT grade.

There will be several IA with the most important one being the final exam.

6.4. Group Analysis (CDE)

"CDE" is defined in Interpreting Love Narratives. It is essentially a way to compare the results of IA within a working group, to stimulate discussion. The full name would be "Convergence-Divergence-Emergence-Common Ground-Random (C-D-E-CG-R) Group Reports." CDE develop knowledge which will be used elsewhere by the student (in terms of grades) and enthusiastic participation is key to the ENGAGEMENT grade.

There will be several CDE.

6.5. Reflections (REFLECT)

At the end of each week I will ask that you submit a self-reflection of what you think are the most important things you learned during that week. Thus, you might want to take notes for this as the week progresses.

6.6. Midterms (MT)

There are three or four midterms: theory/method, Daoism, Confucianism, Buddhism. The Confucianism test might be just a practice test for the final exam, depending on how well it seems students have studied the content related to Confucianism.

6.7. Final exam (FINAL)

The final exam will be 2 hours, individual work, closed-book, and based on new cinematic material. It is key to the KNOWLEDGE and SKILL portfolio grades.

6.8. The portfolio grades

The portfolio KNOWLEDGE and SKILLS grades are an assessment of the student's progress in terms of the learning objectives outlined earlier in this syllabus. The ENGAGEMENT portion considers the below:

- equal engagement in all three countries (China, Korea, Japan)
- regular on-time attendance with full preparation
- mastery of the course lexicon (not knowing it distances the student from the class discussions)
- energetic completion of all IA and CDE
- open sharing of one's ideas, carefully listening to peer ideas
- full and attentive viewing of the films, with thought-time invested in figuring out the story line
- retention and use of the many diverse ideas and content covered in the class

6.7. Extra credit (EC) opportunities

6.7.1. General EC

See "Syllabus, Part 2."

6.7.2. Major EC

You are invited to write a story (individual work) or produce a film short (group work) that uses the concepts of the class. You can also write an essay that explores at greater depth some aspect of the class. All material is due on the day after the last day of class.

7. Schedule (initial version)

7.1. Test dates (with relevance to portfolio grade in parentheses)

- July 16 — Midterm on theory, method, and course terminology (KNOWLEDGE)
- July 29 — Midterm on Daoism (KNOWLEDGE)
- August 5 — Midterm or Practice test (mimics final exam style, whether it is graded or just practice depends on how well students have studied the Confucianism component) using Confucianism materials (reference grade only, not used to calculate course grade) (KNOWLEDGE, SKILL)
- August 12 — Midterm on Buddhism (KNOWLEDGE)

- August 15 — Final exam (comprehensive), focusing on method (KNOWLEDGE, SKILL)

7.2. Day-to-day schedule (early draft)

Session Details or a Google Sheet in our Google course folder will be the official schedule.

	First half of class	Second half of class
8-Jul-19	Orientation	same
9-Jul-19	Orientation	same
10-Jul-19	Theory & Method	same
11-Jul-19	Theory & Method	same
15-Jul-19	Theory & Method	same
16-Jul-19	Review	TEST on theory, method, and course terminology
17-Jul-19	IA and CDE Reports	same
18-Jul-19	IA and CDE Reports	same
22-Jul-19	Worldviews and Values: Greece & Early Christianity	same
23-Jul-19	Worldviews and Values: Greece & Early Christianity	same
24-Jul-19	Modern	English Short Video
25-Jul-19	Worldviews and Values: Ancient Chinese Cosmology & Daoism	same
29-Jul-19	TEST on Daoism	Worldviews and Values: Ancient Chinese Cosmology & Daoism
30-Jul-19	Worldviews and Values: Ancient Chinese Cosmology & Daoism	same
31-Jul-19	Worldviews and Values: Ancient Chinese Cosmology & Daoism	same
1-Aug-19	Worldviews and Values: Confucianism	same
5-Aug-19	(PRACTICE?) TEST for the final exam using Confucianism materials	Korean "han" (anger at injustice)
6-Aug-19	Worldviews and Values: Confucianism	same
7-Aug-19	Worldviews and Values: Confucianism	same
8-Aug-19	Worldviews and Values: Buddhism and "musubi" (connectedness)	same
12-Aug-19	5-Centimeters (film)	TEST on Buddhism, musubi

13-Aug-19	Worldviews and Values: Buddhism	same
14-Aug-19	Worldviews and Values: Buddhism	same
15-Aug-19	FINAL EXAM: IA on material not before seen	same

8. Course materials

All material for this class is in digital form and is either on bCourse or within a class Google folder. There is nothing to purchase.

The course textbook is John R Wallace, *Interpreting Love Narratives (ebook)* at: https://berkeley.pressbooks.pub/interpretinglovenarratives/ .

9. Contacting me / meeting with me

My office is 5110 Dwinelle Hall.

My email is jwallace@berkeley.edu. **Please do not message me** either using my private account, or the appointment software, or via bCourse. Please use email.

My office hours, any last-minute changes to them, and how to request a meeting are listed at Sonic. Please don't rely on the department's webpage listing. I am very often not in my office. Making appointments is better. During the regular year, a part of my office hours will be for drop-ins.

10. Announcements and finding out what to do

Information about class activity (what to do, assignment instructions, due dates, grading explanations, test information, etc.) will come to you through four channels:

- in-class announcements
- bCourse announcements (arrives to you as an email notice and remains accessible on the bCourse site)
- postings to Session Details page (must remember to manually visit Sonic)
- bCourse assignment pages (creation notices and grade releases arrive to you as an email notice and remains accessible on the bCourse site, due date can appear on your calendar if you coordinate it with bCourse and remains on the bCourse site as "syllabus" and "calendar")

Because, as an active learning classroom, we are already very busy with activities, and because I think all of you are good readers, I rarely make announcements in class.

11. "How do I know what to do for each class session?"

The information is on the course Sonic Session Details page: http://www.sonic.net/~tabine/ .

12. Things to remember that help your course grade

"Syllabus, Part 2" provides thoughts on what is helpful and not helpful in terms of your course grade.

Specifically for this class, I would add that lively, honest conversation—both offering ideas and listening to those of others—is central. This class is built around the diversity of the students in the room. If they do not share what they are thinking, that valuable resource is lost to everyone.