**APDS 100-003 Introduction to Asia**

Spring 2023

Tuesdays and Fridays 12:55 PM – 2:10 PM in Watkins Art Bldg G02

Dr. Emily Matson (she/her/hers/她) / [matson@american.edu](mailto:matson@american.edu)

Office Hours: online by appointment

**COURSE DESCRIPTION**

This course offers an interdisciplinary introduction to Asia by asking a series of critical questions that complicate the ahistorical concept of “orientalism” as defined by Edward Said. What is “Asia”? How are Asian countries and people represented in literature and popular culture? What are the social and political contexts of Asian communities at home and in the diaspora? What this course will NOT do is make sweeping generalizations of "Asian culture." On the contrary, this course will educate students on the diverse lived experiences of a variety of peoples across the Asian continent.

As this is an interdisciplinary course, we will draw on texts from a range of disciplines, including literature, film, history, and politics. Instead of treating Asia as an isolated regional entity, we will place the Asian experience in a global context based on common transnational experiences such as imperialism, war, fascism, communism, and capitalism.

The goal of this course is for students to acquire a general comprehension of some of the major chronological events and historical themes in modern Asian history. In addition, the instructor hopes that students will be able to problematize the Eurocentric concept of Asia and “the East.” Lastly, as our world continues to become increasingly interconnected, I hope that students will be able to relate developments in Asian history to those in other parts of the world.

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**COURSE MATERIALS**

All written course materials will be available either via hyperlink or through PDFs scanned and uploaded onto the course site. Students are required to bring reading materials to class for discussion.

**ASSIGNMENTS AND GRADING**

94-100 = A, 90-93 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 61-69 = D, and less than 60 = F.

Work not handed in earns 0 points. Late work loses 5 points per 24 hours. Collaborative work is prohibited unless I specifically instruct you otherwise.

Work that includes plagiarism must be reported to the AIC Administrator and will result in an adjudication process. Possible outcomes are course failure, a notation on your permanent record, suspension, and dismissal. You can find more details on the process here: <https://www.american.edu/academics/integrity/code.cfm>

**Participation:** 15%

Both attendance and participation are expected in this class. As we will be working together towards a greater understanding of the course content, being present during our discussions is extremely helpful in order to pass the class. If you miss a class session, please refer to the PPT slides online for a general idea of what we discussed (however, this cannot replace specific lecture and discussion content). I also encourage you to be in touch with other students in the class who can fill you in on missed sessions.

If any student is uncomfortable with speaking during section, please see me early in the semester so that we can come up with other ways to actively contribute. It is also important to note that in addition to speaking in class, active listening is highly encouraged as an integral part of participation.

As part of your participation grade, you will sign up for a presentation at the beginning of the semester based on one of our required readings. For your presentation, which should be about 5 minutes in length, you will:

* Introduce the author and the historical context of the document to the class.
* Pose a series of discussion questions to the class based on the document.

**Paper 1** (due 2/21) 30%

**Paper 2** (due 4/28) 30%

In addition to writing Paper 2, you will give a brief presentation to the class based on your research the day you turn in the paper. This will count as 5% of your Paper 2 grade.

The papers should each be about 1200 words in length and will be based on a combination of assigned readings and outside research. More specific instructions for both papers will be updated by the week of February 5th.

**Papers are due in class on the assigned date. Students will be deducted 1/3 of a grade each day the paper is late, and papers not handed in within 2 weeks of the due date will not be accepted.** An electronic copy of the paper is due to Canvas by class time on the due date.

**Final Exam** 25%

The final exam will take place at the end of the semester during finals week. This exam will be based both on lectures and on required reading and be a combination of ID questions and short essays. A study guide will be provided for students by March for the final exam.

**STATEMENTS AND ACKNOWLEDGMENTS**

*Access Statement:* If you find yourself struggling to access this class in any sort of way – because of health issues, disabilities, basic needs efforts, caretaker responsibilities, or structural circumstances – please make sure to talk to me as soon as you can. Together we will figure out how to make this class work for you.

*Diversity Statement:* We believe that promoting diversity – of all cultures, races, genders, sexual orientations, socioeconomic backgrounds, and disabilities – is essential to creating an inclusive community. Each of us brings unique perspectives and experiences to the table that will enrich our university. Accordingly, we strive to not only acknowledge, but celebrate our differences as well as our shared humanity, both in the classroom and beyond.

*Empathy Statement:* We encourage and value the development of historical empathy in this class towards the human actors we encounter in our course. As historians, objectivity does not equal emotional passivity, and we can and must take stances on historical grievances including but not limited to racism, imperialism, and the patriarchy.

*Land Acknowledgment:* In this course, we acknowledge that American University sits on the traditional and occupied territory of the Piscataway, Nacotchtank, and Anacostan peoples. We acknowledge this legacy and find inspiration from this land.

**COVID MEASURES**

**We will keep each other as safe as possible. Masks are welcome while inside the classroom. If you feel even slightly sick, DO NOT COME TO CLASS. You will not be penalized, and we will try to keep everyone in the loop. If anyone tests positive, please consider informing the rest of us since we have loved ones we need to keep safe as well. Class may at times be held online to ensure everyone’s safety. Other changes may be made depending on public health advice, university rule changes, and CDC guidance.**

**RESOURCES FOR ADDITIONAL SUPPORT**

* **Student Tech Task Force**: If you are experiencing personal technology issues as a result of fully online learning, please contact [techtaskforce@american.edu](mailto:techtaskforce@american.edu) for assistance. The Student Tech Task Force, led by the Office of Information Technology, can provide support for students who may not have the equipment needed for online learning (e.g. personal computer or multimedia equipment), do not have internet access, need access to specific software for a course, or may have another unique need as a result of all classes being online.
* **Academic Support and Access Center (ASAC):** All students may take advantage of the Academic Support and Access Center (located in MGC 243, 202-885-3360) for individual academic skills, counseling, workshops, tutoring and writing lab appointments, peer tutor referrals, and supplemental instruction. Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Asbury Hall. A more complete list of campus-wide resources is available in the ASAC.
* **Students with Disabilities:** AU is committed to making reasonable accommodations for qualified students with disabilities. The ASAC assists students with disabilities and promotes full participation in academic programs and other campus activities. Students are not required to notify the university or any of its offices or personnel of a disability either prior to or subsequent to admission; however, if a student plans to request accommodations, documentation of the disability must be provided. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or [asac@american.edu](mailto:asac@american.edu), or drop by MGC 243. For more information, visit AU’s [Getting Started with Disability Accommodations webpage](https://www.american.edu/provost/academic-access/documentation-and-eligibility.cfm).
* **Counseling Center:** The Counseling Center offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. Contact the Counseling Center to make an appointment in person or by telephone (MGC 214, 202-885-3500), or visit the Counseling Center page on the AU website for additional information.Emergency Drop-In Hours are M-F 2-4 pm.
* **Center for Diversity & Inclusion:** The Center for Diversity & Inclusion is dedicated to enhancing LGBTQ, multicultural, first generation, and women’s experiences on campus and to advancing AU’s commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy (MGC 201 & 202, 202-885-3651).
* **International Student & Scholar Services:** ISSS has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources (202-885-3350, Butler Pavilion 410).
* **Dean of Students Office:** The [Dean of Students Office](http://www.american.edu/ocl/dos/) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class (202-885-3300, Butler Pavilion 408). Drop-in hours are M & F from 2-4 pm.
* **Food Pantry:** AU’s food pantry, The Market, is located on the lower level of Letts Hall. It is open daily from 6 am-12 pm and from 2 pm-2 am.
* **OASIS**: The Office of Advocacy Services for Interpersonal and Sexual Violence (OASIS) provides free and confidential advocacy services for anyone in the campus community who experiences sexual assault, dating or domestic violence, or stalking. Advocacy is survivor-driven and intended to empower survivors to make informed decisions about their health, emotional well-being, and the adjudication process. (202-885-7070, Health Promotion and Advocacy Center (HPAC) – Hughes Hall, Suite 105).
* **Title IX**: New regulations require that Title IX complaints must be submitted to the Office of Equity and Title IX.  Complaints can be submitted on their [website](https://american-advocate.symplicity.com/titleix_report/index.php/pid742031?); calling 202-885-8080; or emailing the Office of Equity and Title IX at  [equityoffice@american.edu](mailto:equityoffice@american.edu). A student, faculty or staff member who receives a complaint or report from another community member must notify either the Office of Equity and Title IX or a supervisor who is then responsible for reporting.
* **Technical Support**:
  + Blackboard Support: Students should immediately report any problems to their Instructor and also contact E-Learning Support Services at [blackboard@american.edu](mailto:blackboard@american.edu) or call 202-885-3904 for 24/7 support. Students can also log on to [Blackboard Help](https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student) for support.
  + AU Help Desk (focuses on all other IT issues): Answers to your technology questions are just an e-mail, instant message, or phone call away. Contact the IT Help Desk at 202-885-2550, [helpdesk@american.edu](mailto:helpdesk@american.edu), or [AskAmericanUHelp](http://www.american.edu/oit/HelpDesk-Chat.cfm) to reach one of our professional staff who can answer your questions and provide general troubleshooting assistance. Students can also log on to the [OIT Help Desk portal](https://americanuniversity.service-now.com/sp?id=contact) for support.
* Writing Center: The [Writing Center](http://www.american.edu/cas/writing/) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (202-885-2991, Bender Library – 1st Floor Commons).

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual’s genetic information or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the AU Department of Public Safety (202-885-2527) or the Office of the Dean of Students (202-885-3300, dos@american.edu). To file a Title IX complaint, contact the Title IX Program Officer (202-885-3373 or TitleIX@american.edu). Please keep in mind that all faculty and staff – with exception of counselors in the Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center – who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

**CLASSROOM POLICIES**

*Electronic devices:* Cellphones and laptops are allowed for taking class-related notes and accessing assigned readings online.

*Student athletes:* Please let me know your sports schedule ahead of time. You are still responsible for any missed work. If your sports schedule conflicts with more than 3 class meetings, please meet with me during my office hours early in the semester to make alternate arrangements. In accordance with NCAA regulations, you are not allowed to miss class for practices. If you must miss class for a competition you are advised to minimize any further absences from this class. For more information and for academic support, please visit the webpage for [the Student Athlete Support Program](https://www.american.edu/provost/academic-access/student-athlete-support-program.cfm).

*Plagiarism*: Plagiarism is a serious violation of academic integrity for which there are severe penalties. In short, in your papers you must provide notes giving credit for all ideas of other authors that you use. In addition, when you use direct quotation from a source, you must both include a note citing your source and enclose the quoted matter in quotation marks (unless you are dealing with a long quotation, in which case the quote is put in blocked form, indented from the left margin, without quotation marks). Most of the time you should avoid quotation, instead paraphrasing the source you are using—and, of course, giving credit to your source in a note. It is not enough to substitute a few words or change them around in order to make a paraphrase; a paraphrase must be in your own words—and sentence structure. A true paraphrase does not require quotation marks, but it does require a note. Please feel free to ask me if you have questions about any of this.

**CLASS SCHEDULE**

**The topics and readings listed on this syllabus are tentative, and the instructor may modify readings and topics at any time**. Students should pay attention for any such changes. Students should come to class having read the materials listed for that date.

**Unit I: What Is “Asia”?**

**January 17, Session 1 – Introduction**

**January 20, Session 2 – What Is “Asia”?**

* Martin W. Lewis, *The Myth of Continents*, “Introduction”

**January 24, Session 3 – What Is “East” and What Is “West”? – A Spatial Analysis**

* Martin W. Lewis, *The Myth of Continents*, Chapter 3, “The Cultural Constructs of Orient and Occident, East and West”

**January 27, Session 4 – Edward Said’s “Orientalism”**

* Edward Said, *Orientalism* ([Introduction](https://sites.evergreen.edu/politicalshakespeares/wp-content/uploads/sites/33/2014/12/Said_full.pdf))

**January 31, Session 5 – Movie Screening: Disney’s “Aladdin”**

* Ulrich Marzolph, “Aladdin Almighty: Middle Eastern Magic in the Service of Western Consumer Culture”
* “How the New ‘Aladdin’ stacks up against a century of Hollywood stereotyping”

**Unit II: Twentieth Century China and Taiwan through Literature**

**February 3, Session 6 – The May Fourth Movement and Lu Xun**

* Lu Xun, “Diary of a Madman” and “New Year’s Sacrifice”

**February 7, Session 7 – Women’s Rights**

* Ding Ling, “Miss Sophia’s Diary”
* Eileen Chang, *Love in a Fallen City*

**February 10, Session 8 – Scar Literature**

* Zong Pu, “Who Am I?”
* Beidao (poems)

**February 14, Session 9 – Taiwanese Literature**

* Huang Chunming, “The Fish”
* Bai Xianyong, “Wandering in a Garden, Waking from a Dream”

**February 17, Session 10 – NO CLASS**

**Unit III: Collective Memory and Twentieth Century Vietnam**

**February 21, Session 11 – Vietnam and French Colonialism**

* Hue Tam Ho Tai, “Remembered Realms: Pierre Nora and French National Memory”

**February 24, Session 12 – The Vietnam War as Memory**

* Heonik Kwon, “Introduction” in *Ghosts of War in Vietnam*
* Viet Thanh Nguyen, “Just Memory”

**February 28, Session 13 – The Vietnamese Diaspora**

* Viet Thanh Nguyen, “War Years”
* Ye Le Espiritu, *The Vietnam War and Militarized Refugees*, “Introduction”

**Unit IV: Twentieth Century Korea and the Scars of War**

**March 3, Session 14 – Korean Resistance to Japanese Colonization**

* *Sources of Korean Tradition,* “Declaration of Independence,” pg. 336-339
* Richard E. Kim, *Lost Names: Scenes from a Korean Boyhood* (Berkeley: University of California Press, 1970 [1998], 87-115.

**March 7, Session 15 – The Korean War**

* *Sources of Korean Tradition,* “On Eliminating Dogmatism and Formalism and Establishing Juche (Chuch’e) in Ideological Work” (420-425)
* Heonik Kwon, *After the Korean War: An Intimate History*, Chapter 1, “Massacres in Korea” (pg. 21-42)

**March 10, Session 16 – The Gwangju Massacre**

* Han Kang, *Human Acts*, pg. 1-5 (Introduction) and Chapters 1 and 2
* **Paper 1 DUE**

**March 14 – Spring break, NO CLASS**

**March 17 – Spring break, NO CLASS**

**Unit V: India before and after Partition**

**March 21, Session 17 – India’s World War II**

* Yasmin Khan, *India at War: The Subcontinent and the Second World War*, “Prologue,” “Scorched Earth,” and “The Sepoy’s Return”

**March 28, Session 19 – The Legacy of Gandhi**

* Jake Hodder, “Casting a Black Gandhi: Martin Luther King Jr., American Pacifists and the Global Dynamic of Race”
* Kate Marsh, “Gandhi and le gandhisme: Writing Indian Decolonisation and the Appropriation of Gandhi 1919-1948”

**March 31, Session 20 – Partition**

* Amritjit Singh, et. al., ed., *Revising India’s Partition: New Essays on Memory, Culture, and Politics*, “Introduction: The Long Partition and Beyond” and “Specters of Democracy/The Gender of Specters: Cultural Memory and the Indian Partition”

**Unit VI: Mongolia**

**April 4, Session 21 – Mongolia, the Qing Dynasty, and Independence**

* Xiaoyuan Liu, *Reins of Liberation: An Entangled History of Mongolian Independence*, *Chinese Territoriality, and Great Power Hegemony*, *1911-1950*, Introduction and “China and Mongolia: From Empire to National States”

**April 7, Session 22 – Mongolia and the Soviet Union**

* Guest speaker, former US Ambassador Piper Campbell
* Xiaoyuan Liu, *Reins of Liberation: An Entangled History of Mongolian Independence*, *Chinese Territoriality, and Great Power Hegemony*, *1911-1950*, ““Red Protective Deity”: World Revolution and Geopolitics”

**April 11, Session 23 – The Mongolian Autonomous Movement**

* Xiaoyuan Liu, *Reins of Liberation: An Entangled History of Mongolian Independence*, *Chinese Territoriality, and Great Power Hegemony*, *1911-1950*, ““National Fever”: The Genesis of an Autonomous Movement”

**Unit VII: History of Asian American Migration**

**April 14, Session 24 – Japanese Immigration**

* Erika Lee, *The Making of Asian America*, Chapter 5: “Japanese Immigrants and the “Yellow Peril””

**April 18, Session 25 – Southeast Asian Immigration**

* Erika Lee, *The Making of Asian America*, Chapter 14: “In Search of Refuge: Southeast Asians in the United States”

**April 21, Session 26 – Filipino Immigration**

* Erika Lee, Chapter 8: ““We Have Heard Much of America”: Filipinos in the U.S. Empire”

**April 25, Session 27 – South Asian Immigration**

* Erika Lee, Chapter 7: “South Asian Immigrants and the “Hindu Invasion””

**April 28, Session 28 – Conclusion and Final Presentations**

* **Paper 2 DUE**