

## ASIAN 235: Introduction to Asian Studies



### COURSE TIMES AND LOCATION

Lecture: Mondays and Wednesdays, 10:00-11:20 AM (EASTERN TIME ZONE)

Register to get the Zoom link/passcode for lectures:

<https://umich.zoom.us/meeting/register/tJAvd--hrDwsHtSVmy75cg4cjJw8Zfih5dW>

(must be logged in through your UM account)

Discussion Sections: Fridays, 9:00-9:50 AM, 11:00-11:50 AM, 12:00-12:50 PM, 1:00-1:50 PM (EASTERN)

### INSTRUCTOR CONTACTS

- Professor: Dr. Emily Wilcox (ewilcox@umich.edu)
- GSIs: Raymond Hsu (rdhsu@umich.edu) and Nida Syed (nidasyed@umich.edu)

### OFFICE HOURS

Prof. Wilcox: Tuesdays 10:00AM-12:00PM (beginning Sep 8)

Sign Up for Office Hours here: <https://docs.google.com/spreadsheets/d/1GkVSzwG1p-w9EQpNWzmcZGkLxpmKytpxZzSavDFu0gE/edit#gid=0>

Zoom Link: <https://umich.zoom.us/j/91690525481>

GSI Office Hours: TBA

### **COURSE DESCRIPTION**

This course offers an introduction to Asian studies, the interdisciplinary field dedicated to understanding Asia through its complex and dynamic cultures, past and present. By learning about the history, religion, literature, politics, and popular culture of Asia, students will begin to see beyond commonplace perspectives and generalizations, gaining the skills to think in critical and informed ways about Asia and its place in the world. Students will learn to foreground Asian voices and perspectives in the study of Asian cultures, and they will reflect on the ways in which issues such as colonization, nation-building, gender, and migration shape contemporary Asia and its many representations. Through this course, students will be introduced to current research in the field of Asian studies, and they will carry out a small independent research project. Students from all departments and backgrounds are welcome to take this course. No prior knowledge of Asian language or culture is required.

### **COURSE OBJECTIVES**

- Learn about foundational themes in the historical and contemporary cultures of East, South, and Southeast Asia, as well as key concepts and debates in the field of Asian studies.
- Gain critical skills for approaching Asia's place in world history and in contemporary global culture that enable one to have an informed perspective about Asia.
- Learn to critique conventional media representations and cultural stereotypes about Asia.
- Develop the basic research and analytical skills necessary to responsibly approach the study of Asian cultures within any academic discipline or professional field.
- Complete a small original research project in Asian studies.

### **COURSE MATERIALS**

This course takes advantage of materials available for free to students through the UM Library. All required course readings and viewings are available either through the UM library or on the Internet and will be provided electronically to students via Canvas. Students are responsible for the costs of printing or streaming these materials for their personal use. No additional purchased readings are required for this course.

### **ASSIGNMENTS AND GRADING**

This course is designed for cumulative learning in which students receive regular feedback on their progress and have many opportunities to improve. For this reason, students are evaluated on a series of small assignments spread out through the semester, rather than a few large exams at the end of the term. Students may find this approach demanding on a weekly basis, but it should alleviate the pressure of midterm and final exam preparation and offer a more authentic reflection of sustained student engagement during the course. Students will also have opportunities to earn extra credit throughout the semester.

Requirements for this class and the percentage breakdown for the final course grade are as follows, with detailed explanations for each item explained below:

Lecture Attendance	10%
Discussion Participation (includes one presentation)	15%
Weekly Reading Journals (thirteen total, equally weighted)	30%
Quizzes (three total, equally weighted; one in-class, two take-home)	25%

Final Paper Assignments (five total, equally weighted)	10%
Final Paper	10%

Lecture Attendance: Students are expected to attend all lectures for this course. Attendance will be taken and will account for 10% of the overall course grade. Weekly attendance grades will be recorded on the Canvas grade book, with a maximum score of 1 for each lecture. It is the students' responsibility to check in with the GSI at each lecture to ensure they have been counted. Students who arrive late or leave early will receive a .5 attendance grade that day.

Discussion Participation: Students are expected to attend all discussion meetings and to participate in all discussion activities. Full participation includes all of the following: arriving on time, speaking in class (includes asking questions, participating in small group activities, and/or making contributions to discussion), listening attentively when a classmate or the GSI is speaking, and contributing to a positive class atmosphere in which everyone has an opportunity to contribute. Participation will be assessed weekly using the following rubric:

5	Excellent— completes all elements of full participation;
4	Good— strong overall but missing one element of full participation;
3	Fair— missing two elements of full participation;
2	Weak— missing three elements of full participation;
0	Absent (Unexcused)

Discussion grades will be posted regularly on the Canvas grade book. If students have concerns about their participation grades, they should speak directly with the GSI during office hours. Students must attend discussion during their assigned time.

Student Presentation: Student presentations will take place during discussion in Weeks 2, 3, 4, 5, 6, 8, and 9 of the semester. The topics of these presentations are listed on the course syllabus. Each student is required to give ONE presentation during the semester, which will count toward 1/3 of the student's overall discussion participation grade. Students should work in groups of 3-4 persons each and will sign up during discussion in Week 1. The purpose of student presentations is to give students a chance to work collaboratively and stimulate discussion by introducing a topic related to the weekly theme that is not directly discussed in the lecture or readings. Specific requirements and grading criteria can be found in the document Student Presentation Guidelines posted on Canvas.

Weekly Reading Journals: Weekly reading journals are designed to evaluate students' completion of the assigned readings/viewings and to stimulate students' active and critical engagement with the course materials. **Journals are due by 9:00am on Friday and must be submitted electronically on Canvas.** During Weeks 1-10, Reading Journals will respond to the assigned readings and viewings for that week. During Weeks 11-14, Reading Journals will respond to the Guest Lectures. Journals are due all weeks when a discussion is held and are marked in the Schedule with a "→" icon. A Reading Journal Prompt with specific questions will be provided each week.

Reading Journal Grading Criteria: Reading Journals should be 400-600 words in length (approximately one page, single-spaced) and should accomplish the following:

- 1) Respond to the questions posed in the weekly prompt;
- 2) Demonstrate completion of the weekly readings/viewings, usually by citing specific examples taken from these materials in your response;

- 3) Provide critical reflection on the weekly readings/viewings based on your own personal thoughts and ideas.

How you organize your response is open, but be sure that you reference all of the readings and/or viewings somewhere in your response (references can be by title or author; no formal citations are needed). How you demonstrate critical reflection is open. Here are some questions you might consider: How do the readings/viewings connect to issues discussed in lecture? What did you find most interesting about the readings/viewings and why? Do you agree with the ideas presented? What issues did the authors overlook? How do these issues or ideas relate to your own life or to things you are learning about in other classes? Did this reading change your perspective on something?

Journals are worth 5 points total and will be graded using the following rubric:

5	Excellent— shows completion of the assignment in its entirety;
4	Good—nearly complete but missing some element;
3	Fair—submitted late but complete or missing major elements;
2	Weak—submitted late and missing some element;
0	No submission

Reading Journals are graded on completion (not on providing “correct” answers), so students should not feel concerned if they did not fully understand the reading the first time. Students are encouraged to use discussion as a chance to ask questions about the readings and get further clarification. (Quizzes are the time when students’ correct understanding of the course materials is assessed.) Assignments must also be submitted on time to receive full credit. Reading Journals may be submitted late but will automatically receive a grade of 3/5, assuming they are complete in other ways. Please keep journals within the required length.

Quizzes: In place of midterm and final exams, students will take three short quizzes. The first quiz will be in class, and the rest will be take-home. Content for quizzes will be drawn from lectures, required readings/viewings, presentations, and section discussions. Students should view the Quiz Study Guides posted on Canvas for more information.

Final Project Assignments: During the final unit of the course, students will complete five short assignments designed to help them develop skills and stay on schedule for their final papers. These assignments will be submitted on Canvas and will be due at noon on Sunday following the section for that week. Detailed requirements for these assignments will be provided at the start of Unit Three.

Final Project: Students will complete one 8-10 page final paper for this course, which will be the culmination of research and writing carried out during Unit Three. The focus of this paper will be a cultural analysis of a single Asian primary source text. The term “text” here is very open, and students are encouraged to be creative and explore any medium of their interest. For example, students could choose to analyze a novel, an art work, a memoir or essays, a musical composition, a historical newspaper, a map, a play or dance performance, a film, a political event, a religious scripture or ritual, etc. If they contain language, sources may be analyzed either in their original language or in translation. Students will offer their own analysis of the primary source material, building on their own original research and interpretation and using skills and ideas developed in the course. Papers will be submitted on Canvas and will be due at the time of the officially scheduled final exam for the course. Detailed guidelines will be distributed in the middle of the semester, and students are encouraged to approach the instructors early to brainstorm possible topics.

## **POLICIES**

Absences: Each student is allowed up to two free excused absences during the semester (one from lecture and one from discussion section). Additional excused absences can be provided for special circumstances such as documented illness, inability to log onto Zoom, family emergency, official university presentation, observation of religious holidays, etc. Requests for extra excused absences must be made via email and approved by the GSI in writing. Unexcused absences will be marked in the gradebook with a “0.” Excused absences will be marked in the gradebook with no grade “-.” Students who miss lecture should watch the recording to catch up on missed material. Lecture recordings will ordinarily be removed one week following the live lecture. To protect student privacy, discussion sections will not be recorded. Students who miss discussion section should get notes from other students and/or visit the GSI in office hours. It is the students’ responsibility to catch up on missed material.

Extra Credit: Students may receive up to 3 percentage points on their overall course grade by attending UM-hosted events related to Asian culture. To find qualifying events, check the events column on the Department of Asian Languages and Cultures website here:

<https://lsa.umich.edu/asian> (scroll to the right, click “All Events” to see all events)

If you know of other events related to Asia that are not listed on this calendar, you can email them to Professor Wilcox at [ewilcox@umich.edu](mailto:ewilcox@umich.edu) to ask for approval in advance. To receive extra credit, students must submit a report about the event via Canvas WITHIN ONE WEEK of attendance using the “Extra Credit” assignment page. A report should include the following: 1) your name; 2) description of the event attended (including date, location, and title of event); 3) a one-paragraph reflection on your experience of the event; 4) a screenshot from the event. Students will receive .5% toward the overall course grade for each event attended, with a maximum of 6 events total.

Office Hours: This is a precious opportunity to get to know your instructors and to get one-on-one attention and advice. Take advantage of it! You can use office hours to get feedback on a recent assignment, to brainstorm ideas for your final project, or to talk about the class and your interests in general. Times and instructions can be found at the top of this syllabus.

Email: Students are responsible for regularly checking and reading all course-related emails and Canvas announcements. Instructors will make every effort to respond to student emails within 24 hours, excluding weekends. Questions posed in email should be limited to those that can be answered within 2-3 sentences. Complex content-related questions or requests for feedback on individual assignments should be addressed during office hours or in discussion. Questions relevant to the class as a whole (clarifications on assignment requirements, quiz deadlines, etc.) should be addressed in lecture.

Extensions/Late submissions: There will be no extensions for assignments in this class except in the case of a documented health, family, or technological emergencies. However, late assignments will be accepted with penalties. Reading Journals and Final Paper Assignments submitted after the deadline will lose 2 out of a total of 5 points. Quizzes and final paper assignments will lose 5% for each 24-hour period past the official due date for the first 4 days and 20% thereafter.



Disabilities and Special Accommodations: This course is intended to be accessible to all students. Requests for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office located at G664 Haven Hall. The SSD phone number is 734-763-3000. Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Students needing special accommodations for documented disabilities or other reasons should present requests to Professor Wilcox via email within the first two full weeks of classes in order to ensure plans can be made to comply with these needs.

Academic Integrity and Plagiarism: Plagiarism or other forms of cheating are strictly prohibited and will result in an automatic failing of this course and possible disciplinary action by the University. It is your responsibility to understand the rules of plagiarism and to cite your sources appropriately in assignments for this course. Direct quotations from the course readings should be put in quotes and attributed with the author last name and page number. Other instructions for how to cite sources will be provided in assignment instructions. For your own benefit, please read the following explanation of plagiarism as defined by the UM: <http://www.lib.umich.edu/academic-integrity/understanding-plagiarism>. For more information, please see [lsa.umich.edu/lsa/academics/academic-integrity.html](http://lsa.umich.edu/lsa/academics/academic-integrity.html). If you are not sure about whether a certain learning activity is acceptable, feel free to ask in class, email Professor Wilcox, or come to office hours.

Electronics Policy: In order to encourage distraction-free learning and classroom participation, students are strongly encouraged to use their laptops, phones, and other devices only for activities directly related to class while they are attending a live lecture or discussion section. Students should have the required readings and their Reading Journals accessible (in either printed or electronic form) for reference during weekly discussion sections. Sending emails, searching the Internet, and other activities should be reserved until after class is completed to ensure the best environment for learning.

Mental Health and Wellbeing: The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at 734.764.8312 and [caps.umich.edu](http://caps.umich.edu) during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at 734.764.8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see <https://www.uhs.umich.edu/aodresources>. For a listing of other mental health resources available on and off campus, visit <http://umich.edu/~mhealth/>

Sexual Misconduct Policy: Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct—including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and at [sapac.umich.edu](http://sapac.umich.edu). Alleged violations can be

non-confidentially reported to the Office for Institutional Equity (OIE)  
at [institutional.equity@umich.edu](mailto:institutional.equity@umich.edu)

Course Recordings: When possible, lectures will be recorded and made available to other students in this course for one week following the live lecture to help accommodate students who are not able to access the synchronous lecture due to health issues, technology malfunctions, or other emergencies. As part of your participation in the main lecture portion of this course (not including breakout rooms), you may be recorded. If you do not wish to be recorded, please contact Professor Wilcox by email during the first week of class (or as soon as you enroll in the course, whichever is latest). If recording of lectures poses problems, this practice may be discontinued at the instructor's discretion. Section discussions will not be recorded. Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use. Powerpoint slides from lectures will be posted after each lecture and will remain on Canvas through the entirety of the semester.

Professional Conduct on Zoom: To maintain the privacy of class discussions and content, please do not share our Zoom meeting information with people who are not registered for class unless you have prior permission from the instructor. If you need to share your workspace with siblings, roommates, etc., please use headphones so that you are the only one in the room who can hear our class discussions. To minimize background noise and distractions, please keep your microphone until you are ready to speak. It is not required that you turn on your camera, but it would be nice if you do! Students should feel free to eat, drink, stand, and move around during Zoom sessions as long as it is not disruptive to other students. Students should feel free to use the chat box or the microphone to speak out at any time if you cannot see the screen-share, hear video sound, or other technological issues occur.

Language Support: This class recognizes multilingualism as a powerful strength and resource to be celebrated. The instructors are committed to supporting students of all language backgrounds. Students who were raised or educated in a language other than English may find useful resources at the English Language Institute (ELI). ELI was established in 1941 as the first university-based Intensive English Program in the United States. Today, the ELI provides language, academic, and intercultural instruction for international students and scholars and others who speak English as a second language; language and pedagogy courses for international Graduate Student Instructors; and ESL/EFL teacher preparation courses for undergraduates. More information about language support for undergraduates can be found here: <https://lsa.umich.edu/eli/undergraduates.html>

Classroom environment: All students are of equal importance and value in this classroom. If you ever feel that your ability to participate and learn in this class is limited by the behavior of the professor, the GSI, or of other students, please let the professor or GSI know immediately so that change can be made. The instructors welcome student input at all times and on all aspects of the class. Humanistic inquiry acknowledges and values diversity in ideas and personal experiences. Let us join in celebrating these differences and similarities, and let us work together to make this classroom safe and respectful space for the expression of all views and all backgrounds.

## SCHEDULE

This schedule provides an overview of weekly lecture themes, assigned readings and viewings, and assignment due dates. For details regarding these items, please visit the specific content areas and files posted on the course Canvas website.

### Key:

- = Required reading or viewing, reading; documents available on Canvas
- = Assignment to be submitted online BEFORE section; see weekly prompt
- \*\* = Quiz to be completed in class or online, see instructions in study guide
- Δ = Topic for group presentation DURING section; each student selects ONE
- ❖ = Research paper assignment due by 11:59 pm on Sunday AFTER section

### Unit One: Key Themes for Understanding Asia

#### **Week 1: Why Asian Studies**

Mon, Aug 31 – Course Overview

Wed, Sept 2 – Lecture 1. What Is Asian Studies?

#### Readings/Viewings:

- READ “Introduction: the Origin, Nature, and Challenges of Area Studies in the United States” by David Szanton in *The Politics of Knowledge: Area Studies and the Disciplines*, pp. 1-33 (University of California Press, 2004)
- VIEW Raihan - I'tiraf Music Video (4 min)  
<https://www.youtube.com/watch?v=O7mBhXjQeWo>
- READ “The Peaceful Path of Jihad: Nasyid Revolution in South East Asia” by Kalinga Seneviratne in *Media Asia* 33.1-2 (2006): 72-78

→ Weekly Reading Journal #1 due Friday at 9:00am on Canvas.

Δ Sign up for Student Presentation in discussion section

#### **Week 2: Languages and Translation**

Mon, Sept 7 – NO CLASS (Labor Day)

Wed, Sept 9 – Lecture 2. Words as Culture: Introduction to Asian Languages

#### Readings/Viewings:

- VIEW Language samples video (see Quiz 1 Study Guide) (5 min)  
[https://www.youtube.com/watch?v=c7P\\_ZLnh3b4](https://www.youtube.com/watch?v=c7P_ZLnh3b4)
- READ “Tongues, Texts, and Scripts” by Carolyn Brown Heinz in *Asian Cultural Traditions*, pp. 39-73 (Waveland Press, 2019)
- READ “Translating eroticism in traditional Chinese drama: Three English versions of *The Peony Pavilion*” by Tong-King Lee and Cindy S. B. Ngai in *Babel* 58(1) (2012): 73-94



→ Weekly Reading Journal #2 due Friday at 9:00am on Canvas.

Δ Group presentation topic: the Chinese writing system

### **Week 3: Religion and Visual Culture**

#### **\*\* Quiz 1 IN CLASS on Monday, Sept 14**

Mon, Sept 14 – Lecture 3. Karma, Zen, and the Dao: Religion in Asia

Wed, Sept 16 – Lecture 4. Designing Asia: Visual Culture and Architecture

Readings/Viewings:

- READ “Religions of South Asia” in Carolyn Brown Heinz and Jeremy A. Murray in *Asian Cultural Traditions*, pp. 191-232 (Waveland Press, 2019)
- READ “Hokusai’s Great Waves in Nineteenth-Century Japanese Visual Culture” by Christine M. E. Guth in the *Art Bulletin* 93(4): 468-485

→ Weekly Reading Journal #3 due Friday at 9:00am on Canvas.

Δ Group presentation topic: Shinto Shrines in Japan

### **Week 4: Colonialism and Imperialism**

Mon, Sept 21 – Lecture 5. India, Inc.: European Colonialism in Asia

Wed, Sept 23 – Lecture 6. Asian Imperialism: Japanese Empire and the Pacific War

Readings/Viewings:

- READ “Preface” and “Chapter 1: The Looting of India” by Sashi Tharoor in *Inglorious Empire: What the British Did to India*, 1-33 (Scribe Publications, 2016)
- READ “Author’s note,” “The Young Patriot,” and selections by Kuramoto, Kazuko in *Manchurian Legacy: Memoirs of a Japanese Colonist*, pp. ix-xii, 1-16, 22-25 (East Lansing: Michigan State University Press, 2004)
- VIEW “Remnants of the Japanese colonial period in Taiwan’s education system” (9 min) <https://www.youtube.com/watch?v=waR5MwKF9Gg>

→ Weekly Reading Journal #4 due Friday at 9:00am on Canvas.

Δ Group presentation topic: US colonization in the Philippines

### **Week 5: Asia Decolonizes**

Mon, Sept 28 – Lecture 7. Expelling the West: Anti-imperialism and Decolonization

Wed, Sept 30 – Lecture 8. Documentary *Mahatma Gandhi: Pilgrim of Peace*

Readings/Viewings:

- READ “The Vietnamese Revolution” by James DeFronzo in *Revolutions and Revolutionary Movements*, 127-163 (Routledge, 2014)
- READ “Wiring Decolonization: Turning Technology against the Colonizer during the Indochina War, 1945–1954” by Christopher Goscha in *Comparative Studies in Society and History* 54.4 (October 2012): 798-831

→ Weekly Reading Journal #5 due Friday at 9:00am on Canvas.

Δ Group presentation topic: Virtual tour of Hanoi, Vietnam

**Week 6: Nation-Building and the Cold War**

Mon, Oct 5 – Lecture 9. Inventing the Nation: Social Movements and Imagined Communities

Wed, Oct 7 – Lecture 10. The Cold War and Beyond: Foundations of Contemporary Asia

Readings/Viewings:

- READ “Creating an Anti-Communist Motion Picture Producers’ Network in Asia: The Asia Foundation, Asia Pictures, and the Korean Motion Picture Cultural Association” by Sangjoon Lee in *Historical Journal of Film, Radio and Television* 37.3 (2017): 517-538
- VIEW “Declassified US Documents Reveal Details on Indonesian Massacre” <https://www.youtube.com/watch?v=m53dwqkHioQ>
- READ “Cold War Scripts: Comparing Remembrance of the Malayan Emergency and the 1965 Violence in Indonesia” by Katherine McGregor in *South East Asia Research* 24.2 (2016): 242-260

Δ Group presentation topic: Korean War

→ Weekly Reading Journal #6 due Friday at 9:00am on Canvas.

**\*\*Quiz 2 (TAKE HOME) due Tuesday at 11:59 PM on Canvas.**

Unit Two: Critical Approaches in Asian Studies

**Week 7: Decolonizing Asian Studies**

Mon, Oct 12 – NO CLASS (work on Quiz 2)

Wed, Oct 14 – Lecture 11. Orientalism and Other Ailments: Ten Pitfalls for Thinking About Asia

Readings/Viewings:

- READ Gerda Jansen Hendriks, “‘Not a Colonial War’: Dutch Film Propaganda in the Fight Against Indonesia, 1945-49” in *Journal of Genocide Research* 14.3-4 (2012): 403-418

- READ Xiaobing Tang, “How Not to Watch a Chinese Blockbuster” in *Visual Culture in Contemporary China: Paradigms and Shifts*, 175-209 (Cambridge: Cambridge University Press, 2014)

→ Weekly Reading Journal #7 due Friday at 9:00am on Canvas.

Δ No group presentation this week.

### **Week 8: Gender and Sexuality in Asian Studies**

Mon, Oct 19 – Lecture 12. Can the Subaltern Speak?: Gender and Sexuality in Asian Contexts

Wed, Oct 21 – Lecture 13. From New Woman to #MeToo: Feminist Movements in Asia

Readings/Viewings:

- READ “Feminism, Buddhism and Transnational Women’s Movements in Thailand” by Monica Lindberg Falk in *Women’s Movements in Asia: Feminisms and Transnational Activism*, 110-121 (Routledge, 2010)
- READ “The South Korean Gender System: LGBTI in the Contexts of Family, Legal Identity, and the Military” by Tari Young-Jung Na, Ju Hui Judy Han, and Se-Woong Koo, *Journal of Korean Studies* 19.2 (Fall 2014): 357-377
- “South Korea’s Gender Wars: Trolls, Threats and Anger Online” (25 min)  
<https://www.youtube.com/watch?v=gy4oFVuNPkg>

→ Weekly Reading Journal #8 due Friday at 9:00am on Canvas.

Δ Group presentation topic: Queer activism in contemporary Asia

### **Week 9: Transnational Approaches**

Mon, Oct 26 – Lecture 14. Cultures Across Borders: Displacement, Migration, and Minorities in Asia

Wed, Oct 28 – Lecture 15. Global Chinatown: Asian Cultures Outside Asia

Readings/Viewings:

- “Maid in Hong Kong” (14 min)  
<https://www.youtube.com/watch?v=bcOxMp0akhU>
- “Doing Good in Filipino Diaspora: Philanthropy, Remittances, and Homeland Returns” by L. Joyce Zapanta Mariano in *Journal of Asian American Studies* 20.2 (June 2017): 219-244
- “Zainichi Korean Identity and Performing North Korean Music in Japan” by Sunhee Koo in *Korean Studies* 43(2019): 169-195

→ Weekly Reading Journal #9 due Friday at 9:00am on Canvas.

Δ Group presentation topic: Multiculturalism in Singapore

**\*\*Quiz 3 (TAKE HOME) due Monday at 11:59 on Canvas.**

Part Three: Research Projects

**Week 10: Getting Started On Your Own Project**

Mon, Nov 2 – NO CLASS (work on Quiz 3)

(Tues, Nov 3 ELECTION DAY)

Wed, Nov 4 – Lecture 16. You, the Scholar: Choosing Sources and Doing Research in Asian Studies

Readings/Viewings:

- Samples of High-Quality Student Essays in Asian Studies

→ Reading Journal #10 due Friday at 9:00am on Canvas.

- ❖ Final Paper Assignment 1 “Primary vs. Secondary Sources” due Sunday at 11:59 PM.

**Week 11: Voices from the Experts – Current Research in Asian Studies (I)**

Mon, Nov 9 – Guest Lecture 1: Dr. Ungsan Kim, Korean Studies (Film)

Wed, Nov 11 – Guest Lecture 2: Dr. Nachiket Chanchani, South Asian Studies (Art History)

Readings/Viewings:

- Research for your Project Proposal.

→ Weekly Reading Journal #11 (on Guest Lectures 1&2) due Friday at 9:00am on Canvas.

- ❖ Final Paper Assignment 2 “Project Proposal” (1 pp) due Sunday at 11:59 PM.

**Week 12: Voices from the Experts – Current Research in Asian Studies (II)**

Mon, Nov 16 – Guest Lecture 3: Dr. Erin Brightwell, Japanese studies (Literature)

Wed, Nov 18 – Guest Lecture 4: Dr. Sangseraima Ujeed, Buddhist Studies (Religion)

Readings/Viewings:

- Materials for your Primary Source Analysis.

→ Weekly Reading Journal #12 (on Guest Lectures 3&4) due Friday at 9:00 AM on Canvas.

- ❖ Final Paper Assignment 3 “Primary Source Analysis” (2 pp) due Sunday at 11:59 PM.

**Week 13: Voices from the Experts – Current Research in Asian Studies (II)**

Mon, Nov 23 – NO CLASS (Thanksgiving break)

Wed, Nov 25 – NO CLASS (Thanksgiving break)

→ NO SECTIONS OR READING JOURNALS THIS WEEK (Thanksgiving break)

**Week 14: Voices from the Experts – Current Research in Asian Studies (III)**

Mon, Nov 30 – Guest Lecture 5: Dr. Erick White, Southeast Asian Studies (Anthropology)

Wed, Dec 2 – Guest Lecture 6: Dr. Miranda Brown, Chinese studies (Food History)

Readings/Viewings:

- Materials for your Secondary Source Analysis.

→ Weekly Reading Journal #13 (on Guest Lectures 5&6) due Friday at 9:00 AM on Canvas.

- ❖ Final Paper Assignment 4 “Secondary Source Analysis” (2 pp) due Sunday at 11:59 PM.

**Week 15: Work on Final Papers**

Mon, Dec 7 – Tips for Final Projects

Wed, Dec 9 – Course Wrap-up, In-Class Seed Draft Peer Reviews

- ❖ Final Paper Assignment 5 “Seed Draft” (2 pp) due **Wednesday at 9:45 AM.**

→ NO SECTIONS OR READING JOURNALS THIS WEEK (end of classes)

Final Papers are due on Canvas at 4:00 PM on Monday, December 14th.