

**ASIAN 480:
Asian Solidarity Movements in the Twentieth Century**



COURSE TIMES AND LOCATION

Lecture: Mondays and Wednesdays, 1:00-2:30 PM EASTERN TIME ZONE

Register to get the Zoom link/passcode for lectures:

<https://umich.zoom.us/meeting/register/tJIqdeupqj4vG9zVLL163OH50mI8hshOP7rC>
(must be logged in through your UM account)

INSTRUCTOR CONTACTS

- Professor: Dr. Emily Wilcox (eewilcox@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>

COURSE DESCRIPTION

This course explores the emerging field of transnational intellectual, cultural, social, and diplomatic history centered on anti-colonial and anti-racist discourses in Asia during the twentieth century. Using a combination of primary sources and recent scholarship, we begin by examining the anti-Westernism movement that emerged in the late nineteenth century and connected leading intellectuals across the Asian continent, forming the earliest notions of Asia as a unified political subject in opposition to the imperialist West. We will consider how

major historical events such as the Russo-Japanese War of 1905 and World War I shaped the emerging discourses of Pan-Islamism and Pan-Asianism in the early decades of the twentieth century. We then explore diverse local manifestations of transnational and transregional Asian solidarities that emerged around differing agendas and diverse understandings of Asia during the first half of the twentieth century. These include the All-Asia Women's Conference of 1931, Soviet notions of the "East" and Revolutionary Asianism, and Pan-Asianism in the context of Japanese imperialism. Next, we will explore the global Third World Movement of the mid-twentieth century, in particular Afro-Asian solidarity as formulated in the 1955 Bandung Conference and the non-alignment movement during the Cold War, which lasted in various ways through the 1970s. Finally, we look at the demise of Asian solidarity in the era of neoliberalism and the post-Cold War world and consider whether China's new Belt and Road Initiative departs from or continues Asian solidarity issues. We will ask how Asia has been formulated as a positive political subjectivity and used to mobilize transnational thought and action in the modern world.

ASSIGNMENTS AND GRADING

The following components will contribute to students' overall course grade:

Attendance and Participation	30%
Weekly Reading Annotations	30%
Presentations (2)	20%
Final Paper	20%

Attendance and participation: This is an advanced seminar centered on the activities of collective reading and discussion. With few written assignments and no exams, the main goal of this class is to develop a shared conversation around complex and challenging texts. To this end, attendance and participation make up a large portion of the course grade. Students are expected to attend all class meetings, to come to class prepared by having read and thought about the assigned readings, and to actively participate in class discussions by contributing their own questions, ideas, and interpretations of the materials discussed each week. Students are encouraged to speak with me to receive feedback on your in-class participation during the course of the semester. If you need to miss class for some reason, you may make up the missed class by submitting a 1-page reflection paper on the assigned readings for that day. This should be submitted via email before the next class meeting.

Weekly Reading Annotations: To cultivate a collaborative reading practice and sense of community during remote teaching, I have set up the assigned readings as Perusall documents that can be annotated during reading. You will be required to make a minimum of 15 comments across all of the readings for each class. These could be reflections on the readings, questions, or responses to comments made by other students. Your comments should demonstrate that you are reading and thinking about the content of the text. They should be spread out through the various readings assigned for each week. Perusall is a new software that I am trying out for the first time, so we may need to make adjustments as the semester goes on to make sure it is working well for the class. The general principle will be that your main written assignments each week will be to engage in collaborative annotations of the assigned readings. Annotations will be graded on completion, timeliness, depth and rigor of content, and thoroughness.

Presentations: Students will rotate giving short presentations at the start of class to introduce major content from the readings and present key themes to launch discussion. Students will work in pairs and give two presentations total during the course of the semester. Sign-ups for presentations will take place on the first day of class. Each presentation should be between 15-20 minutes. The content should include the following:

- 1) Briefly introduce the author(s) of this week's readings. Provide a photo, a brief bio, and your impression of their overall interests and specialties;
- 2) Introduce what you understand 5-10 key people, publications, and/or events introduced in the assigned readings. Make sure to include at least one image for each one.
- 3) Select 4 key terms for the day and provide initial definitions as you understand them. (We will further expand on these definitions as a class). Explain why you selected these terms, why you think they are important, and what unanswered questions you still have about them.
- 4) Select 4 passages (1-4 sentences each) from the readings that you would like the class to discuss as a group. Provide the text of each passage in your PPT slides to use for discussion. Explain why you chose these passages, what you think the author means by them, and what further questions you think the class should discuss.
- 5) Provide your final thoughts on how the readings expand our understanding of Asian solidarity movements in the twentieth century.

You should prepare slides for your presentation and use the "share screen" function to show them to the class when you present. Presentations should be collaborative. Make sure to work with your partner outside of class to prepare together. Presentations may have a participatory component and should naturally lead into discussion by the end.

Presentations will be graded on preparedness, coherence, depth and rigor, and thoroughness.

Final Paper: The final assignment will be a paper of 10-15 pages (for undergrads) or 20-25 pages (for graduate students) synthesizing the course material from the entire semester. In it, students will answer the following question: *What is Asian solidarity?* The answer and approach are open, and students should be as thoughtful and creative as possible in developing their response. However, the paper needs to clearly propose the student's own original, concrete, and coherent definition of Asian solidarity and support their definition with readings we have covered this semester. In their answer, students should draw on as many readings from the course as possible and synthesize them into their own ideas and discussions. Papers will be graded on depth, rigor, originality, correct representation of the readings, thoroughness, and thoughtfulness. Students are strongly encouraged to keep a running document of ideas for their final paper and add to the document each week while completing the readings and after class discussions. To produce a high quality paper, students are encouraged to start drafting their papers early and work on them throughout the semester. Students can feel free to talk over ideas during office hours and bring drafts in to office hours for individual feedback throughout the semester.

POLICIES

Absences: Each student is allowed up to two free excused absences during the semester. 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 in writing.

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.

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. 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 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. Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu

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

WEEK 1

Mon, Aug 31 – Introduction to the course

- No required readings

Wed, Sept 2 – Formations of Anti-Westernism: Pan-Islamism and Pan-Asianism

- Cemil Aydin. “Introduction.” *The Politics of Anti-Westernism in Asia Visions of World Order in Pan-Islamic and Pan-Asian Thought*, Columbia University Press, 2007, pp. 1-13.
- Sven Saaler and Christopher W.A. Szpilman. “Introduction.” *Pan-Asianism: A Documentary History, Vol 1.*, Rowman & Littlefield, 2011, pp. 1-38.

WEEK 2

Mon, Sept 7 – NO CLASS (Labor Day)

Wed, Sept 9 – Asian Perceptions of “the West” in the 1800s

- Cemil Aydin. “The Universal West” and “The Two Faces of the West.” *The Politics of Anti-Westernism in Asia Visions of World Order in Pan-Islamic and Pan-Asian Thought*, pp. 15-69.

WEEK 3

Mon, Sept 14 – Pan-Asianist Thought in Japan Before 1900

- Sven Saaler and Christopher W.A. Szpilman, “The Dawn of Pan-Asianism, 1850-1900.” *Pan-Asianism: A Documentary History, Vol 1.*, pp. 43-92.
 - Matsuda Kōichirō, “The Concept of ‘Asia’ Before Pan-Asianism”
 - Urs Matthias Zachmann, “The Foundation Manifesto of the Kōakai (Raising Asia Society) and the Ajia Kyōkai (Asia Association), 1880–1883”
 - Joël Joos, “The Genyōsha (1881) and Premodern Roots of Japanese Expansionism”
 - Michael A. Schneider, “Kōa—Raising Asia: Arao Sei and Inoue Masaji.”
 - Kyu Hyun Kim, “Tarui Tōkichi’s Arguments on Behalf of the Union of the Great East, 1893”
 - Urs Matthias Zachmann, “Konoe Atsumaro and the Idea of an Alliance of the Yellow Race, 1898”

Wed, Sept 16 – Okakura Tenshin’s Pan-Asianism

- Sven Saaler and Christopher W.A. Szpilman, “The Dawn of Pan-Asianism, 1850-1900.” *Pan-Asianism: A Documentary History, Vol 1.*, pp. 93-111.
 - Brij Tankha, “Okakura Tenshin: ‘Asia Is One’ 1903”
 - Jing He, “Okakura Tenshin and Pan-Asianism, 1903-1906”
- Pekka Korhonen “The Geography of Okakura Tenshin.” *Japan Review* 2001 (13) 107-127.

WEEK 4

Mon, Sept 21 – The Russo-Japanese War of 1905 as Global Turning Point

- Pankaj Mishra, “Preface.” *From the Ruins of Empire: The Revolt Against the West and the Remaking of Asia*, Penguin, 2012, pp. 1-11.
- Cemil Aydin. “The Global Moment of the Russo-Japanese War.” *The Politics of Anti-Westernism in Asia Visions of World Order in Pan-Islamic and Pan-Asian Thought*, pp. 71-92.

Wed, Sept 23 – Liang Qichao and a Transforming China

- Pankaj Mishra, “Liang Qichao’s China and the Fate of Asia.” *From the Ruins of Empire: The Revolt Against the West and the Remaking of Asia*, pp. 124-183.

WEEK 5

Mon, Sept 28 – WWI and Pan-Asianism

- Pankaj Mishra, “1919, ‘Changing the History of the World.’” *From the Ruins of Empire: The Revolt Against the West and the Remaking of Asia*, pp. 184-215.
- Cemil Aydin. “The Impact of WWI on Pan-Islamic and Pan-Asianist Visions of World Order.” *The Politics of Anti-Westernism in Asia Visions of World Order in Pan-Islamic and Pan-Asian Thought*, pp. 93-125.

Wed, Sept 30 – Race and Pan-Asianism After 1919

- Torsten Weber. “The Racialization of ‘Asia’ in the Post-Versailles Period.” *Embracing “Asia” in China and Japan: Asianism Discourse and the Contest for Hegemony, 1912-1933*. Palgrave Macmillan, 2018, pp. 167-227.

WEEK 6

Mon, Oct 5 – Pan-Asian Feminism and the All-Asian Women’s Conference of 1931

- Nijhawan, Shobna. “International Feminism from an Asian Center.” *Journal of Women’s History* 29(3) (2017): 12-36.
- Sumita Mukherjee. “The All-Asian Women’s Conference 1931: Indian Women and Their Leadership of a Pan-Asian Feminist Organization.” *Women’s History Review* 26(3) (2017): 363-381.

Wed, Oct 7 – Revolutionary Asianism: Soviet Concepts of the ‘East’

- Masha Kirasirova. “The ‘East’ as a Category of Bolshevik Ideology and Comintern Administration: The Arab Section of the Communist University of the Toilers of the East.” *Kritika: Explorations in Russian and Eurasian History* 18(1) (Winter 2017): 7-34.
- Carolien Stolte. “Uniting the Oppressed Peoples of the East: Revolutionary Internationalism in an Asian Inflection.” In Raza, Muhammad Ali, et al. *The Internationalist Moment: South Asia, Worlds, and World Views 1917–39*. Sage Publications, 2015, pp. 56-85.

WEEK 7

Mon, Oct 12 – Pan-Asianism and Japanese Imperialism

Guest: Dr. Cemil Aydin

- Cemil Aydin. “The Revival of a Pan-Asianist Vision of World Order in Japan (1931-1945).” *The Politics of Anti-Westernism in Asia Visions of World Order in Pan-Islamic and Pan-Asian Thought*, pp. 161-189.
- Sven Saaler and Christopher W.A. Szpilman, “Pan-Asianism and Japanese Responses to Fascism and Totalitarianism.” *Pan-Asianism: A Documentary History, Vol 2.*, pp. 137-159.
 - Torsten Weber, “The Greater Asia Association and Matsyu Iwane, 1933”
 - Christopher W. A. Szpilman, “Kanokogi Kazunobu: ‘Imperial Asia,’ 1937”
 - Roger H. Brown, “Nagai Ryu-tarō: ‘Holy War for the Reconstruction of Asia,’ 1937”

Wed, Oct 14 – The Greater East Asia Co-Prosperity Sphere

- Yellen, Jeremy A. “Imagining Co-Prosperity.” *The Greater East Asia Co-Prosperity Sphere: When Total Empire Met Total War*. Cornell University Press, 2019, pp. 76-102.
- Yellen, Jeremy A. “The Patriotic Collaborators.” *The Greater East Asia Co-Prosperity Sphere: When Total Empire Met Total War*. Cornell University Press, 2019, pp. 105-140.

WEEK 8

Mon, Oct 19 – The Third World Movement: Visions

- Vijay Prashad. “Introduction” and “Part I: Quest.” *The Darker Nations: A People's History of the Third World*, The New Press, 2007, pp. xv-104.

Wed, Oct 21 – The Third World Movement: Challenges

- Vijay Prashad. “Introduction” and “Part II: Pitfalls.” *The Darker Nations: A People's History of the Third World*, pp. 119-203.

WEEK 9

Mon, Oct 26 – The Bandung Afro-Asia Conference of 1955

- Sven Saaler and Christopher W.A. Szpilman, “Pan-Asianism During the Cold War.” *Pan-Asianism: A Documentary History, Vol 2.*, pp. 299-305.
 - Kristine Dennehy. “The Bandung Conference, 1955”
- Christopher Lee. “Introduction.” *Making a World after Empire: The Bandung Moment and Its Political Afterlives*, Ohio University Press, 2010, pp. 1-32.
- Emily Wilcox. “Performing Bandung: China’s Dance Diplomacy with India, Indonesia, and Burma, 1953-1962.” *Inter-Asia Cultural Studies* 18(4): 518-539.

Wed, Oct 28 – Legacies of Bandung and the Afro-Asian Movement

- Dipesh Chakrabarty. “The Legacies of Bandung: Decolonization and the Politics of Culture.” *Making a World after Empire: The Bandung Moment and Its Political Afterlives*, pp. 45-64.
- Laura Bier. “Feminism, Solidarity, and Identity in the Age of Bandung.” *Making a World after Empire: The Bandung Moment and Its Political Afterlives*, pp. 143-167

WEEK 10

Mon, Nov 2 – Between Afro-American and Bandung

- Brian Russell Roberts and Keith Foulcher, eds. “Introduction: Richard Wright on the Bandung Conference, Modern Indonesia on Richard Wright.” *Indonesian Notebook: A Sourcebook on Richard Wright and the Bandung Conference*, Duke University Press 2016, pp. 1-27.
- Brian Russell Roberts and Keith Foulcher, eds. “A Sheaf of Newspaper Articles: Richard Wright in Indonesia’s Daily Press (1955).” *Indonesian Notebook: A Sourcebook on Richard Wright and the Bandung Conference*, p. 67-86.

(Tues, Nov 3 ELECTION DAY)

Wed, Nov 4 – NO CLASS

WEEK 11

Mon, Nov 9 – Afro-Asian Solidarity in China

- Robeson Taj Frazier. Selections in *The East Is Black: Cold War China in the Black Radical Imagination*. Duke University Press, 2015.
<https://search.lib.umich.edu/catalog/record/015993200>

Wed, Nov 11 – Afro-Asian Solidarity in Japan

- Yuichiro Onishi. Selections in *Transpacific Antiracism Afro-Asian Solidarity in Twentieth-Century Black America, Japan, and Okinawa*. New York University Press, 2013. <https://search.lib.umich.edu/catalog/record/012741725>

WEEK 12

Mon, Nov 16 – Tagore, Gandhi, Du Bois, and the Global Anglophone

Guest: Dr. Madhumita Lahiri

- Madhumita Lahiri. “Introduction” and “Chapter 1.” *Imperfect Solidarities: Tagore, Gandhi, Du Bois, and the Global Anglophone*, Northwestern University Press, 2020.

Wed, Nov 18 – The Bandung Moment in Japan

Guest: Dr. Christopher Hill

- Christopher Hill. “Crossed Geographies: Endō and Fanon in Lyon.” *Representations* 128 (Fall 2014): 93-118.
- Christopher Hill. “Tokyo in Tashkent: The Afro-Asian Writers Conference and the Problem of Colonial Responsibility.”

WEEK 13

Mon, Nov 23 – NO CLASS (Thanksgiving break)

Wed, Nov 25 – NO CLASS (Thanksgiving break)

Department of Asian Languages and Cultures, University of Michigan
Fall 2020

WEEK 14

Mon, Nov 30 – The Third World Movement: Challenges

- Vijay Prashad. “Part III: Assassinations” and “Conclusion.” *The Darker Nations: A People's History of the Third World*, pp. 207-281.

Wed, Dec 2 – China’s “Belt and Road” Project

- Maçães, Bruno. Selections in *Belt and Road: A Chinese World Order*. Hurst & Company, 2018.
<https://search.lib.umich.edu/catalog/record/017810734>

WEEK 15

Mon, Dec 7 – Course Wrap-up

Wed, Dec 9 – NO CLASS (Work on final papers)

Final Papers are due on Canvas at 12:00 PM EST on Tuesday, December 15th.