

Introduction to Asian Studies

AN 101 - GP

Birmingham-Southern College

Course Syllabus • Fall 2020 (*preliminary*)

CLASSROOM AND TIME: HC 224, T Th 2:00 3:20PM *

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Office Hours:
M 12:30-2:00pm
T 1:50-2:00pm & 3:20-3:30pm
W 12:20-2:00pm
Th 1:50-2:00pm & 3:20-3:30pm
(* + M-Th when you see me*)
& by appointment

REQUIRED TEXTS:

Mason - *A Short History of Asia* (3rd ed. Palgrave, ISBN: 1137340606)
Millward - *The Silk Road: A Very Short Introduction* (Oxford, ISBN: 0199782865)
Solomon-Higgins - *From Africa to Zen* (Rowman & Littlefield, 2nd ed. ISBN: 0742513505)
Wu-Waley - *Monkey: Folk Novel of China* (Grove, ISBN: 0802130860)

Additional Readings (PDF texts) on Moodle - login @ - <http://bsc.mrooms2.net> (*required*)
(Help with Moodle: call the help desk at 226-3033 or email helpdesk@bsc.edu)

COURSE CONTENT

“Europe is but a small cape of Asia” -- Paul Valery

An introduction to Asian Studies at the survey level. Students learn interdisciplinary approaches to the various regions of Asia while examining *geography, religion, history, literature, philosophy, visual art, politics, and economics*. This course provides firm academic ground for majors in both Humanities and Social Sciences. -- essential for careers in global fields such as government service, international business, banking, marketing, travel services, religion, law, education, and journalism.

Student Learning Outcomes (GP)

Students will be able to engage subject matter from a global perspective. Specifically, students will be able to:

- Examine an element of global complexity from a perspective appropriate to Asian Studies
- Identify cultural differences within the world community, as defined by Asian Studies
- Demonstrate how world views are shaped by fundamental differences in cultural values

These 3 Goals for Global Perspective course Participants (GGP) are addressed in specific assignments outlined in the following syllabus.

SCHEDULE

We will follow a *provisional itinerary* of assigned texts to be read before each class. Students are responsible for all readings listed on the itinerary *unless otherwise noted* in class. Additional readings or discussion topics not on the itinerary may be announced in class. You may be asked to write a brief *summary-critique* of a specific reading, which may factor as a component of your **participation** grade (see below) —however, by and large, the printed schedule should be your guide.

DISCUSSIONS

Students are expected to participate in all class discussions, both *in the classroom* and online (in the Moodle discussion forums) – guidelines, discussion formats, and the *attendance/participation* (A&P) grading plan follow below.

In-Class

Students are expected to *be prepared* for each class (having read carefully the assigned materials) and to be *present* as active participants in *class discussions*. If you are not able to be prepared, let me know *before* class, and I will not call on you that day. However, if you are unprepared more than twice, A&P point reduction applies*. If you are physically in class but *not mentally present*, e.g., absorbed in social-media, texting on mobile device, etc., then A&P point reduction applies [**see attendance/participation* (A&P) below*].

Online Written Discussions (Moodle forums for textual engagement):

Weekly Text Critique (WTC): Post a written one-page **Summary-Critique** to the Moodle **WTC** Forum *each week*. These critiques need to be *textual* and *timely*, well-crafted, and between 250-400 words. See *Summary Critique* PDF for assignment details.

(Students are expected to post *one critique per week*. When we have multiple readings/chapters/sections during a week *choose* one piece most interesting to you to critique. Make sure to follow the *Summary Critique Guide* (PDF) to receive full credit (10 points per week, up to 100 points total).

The forum will remain open through the thirteenth week, which thus allows for extra credit *if* you do not achieve ten perfect scores. Remember to *title* all posts according to the reading/chapter/topic/text you choose (--name your topic, not #). And remember to always reference the *author date* and *page number* [“(e.g., Jullien 1995, 93)”], or if referencing an ancient or accepted *Classic*, reference the *passage number* (e.g., *Genesis* 1:23 or *Laozi* 36). Again, you only need to write on one piece/section/chapter each week and engage the text thoroughly (that means with [short] citations/references as described above).

***Begin each critique by citing a passage from the text** you choose to engage (one that interests you most).*

Special Topics Meditation Forum (STMF): - From time to time, I will raise **specific topical questions** and ask you to post a single *meditation-response* to the **Special Topics Meditation Forum** on Moodle. These single topic activities need to be thoughtful, timely, and substantive. Special topics forums will stay open for a limited time (usually about 1 week).

Your grade on these textual engagements depends on regular activity throughout the term—please give them appropriate priority.

Post thresholds (to encourage *topical*, thoughtful, timely, and substantive posts): If you reach Moodle posting limits and still have more to say on a topic or text, you can post additional thoughts in the *Informal Discussions* or *Lecture Spillover Discussions* Forums, note, however, that these (the **Informal and Lecture Spillover Discussions**) forums are *not graded*, however, participation in this open forum is noted.

Open Discussions: If you would like to discuss topics outside the immediate purview of our texts, post your questions or comments to the *Informal Discussion* area. Here you may question (or even rant about) almost anything, as long as you are polite and somehow link it to our class.

Class participation is most important to intellectual development, for as Plato tells us, *dialectic* or “cross-conversation” is the very method of *philosophia*. Participation includes regular thoughtful contributions to class discussions.

The following *Guidelines for Class Discussion* are borrowed and adapted from Kirk Hanson of Stanford University School of

Business.

- (1) Are the points made substantive, relevant to the discussion? Are they linked to the comments of others?
- (2) Is the participant a good listener? Do comments show the participant has been listening?
- (3) Do comments show evidence of analysis of the readings or issue at hand?
- (4) Do comments add to our understanding of the texts or issues at hand?
- (5) Does the participant distinguish among different kinds of data (i.e., facts, opinions, beliefs, etc.)?
- (6) Is there a willingness to test new ideas or are all comments "safe" (e.g., repetition of case facts without analysis and conclusions)?
- (7) Is the participant willing to interact with other class members?
- (8) Do comments clarify and highlight the important aspects of earlier comments and lead to the clearer statement of the concepts being covered?
- (9) Has the participant attempted to bring other readings, both from the text and from other sources, to bear on the cases under consideration?
- (10) Do the comments show awareness of the philosophical dimensions of the problem at hand and do these comments fit into a consistent, coherent philosophical framework?

These *Guidelines* apply in the online realm as well.

When posting written discussions online please show common courtesy toward your classmates (think before you post): use polite language and respect alternative points of view. The purpose of philosophy discussion is not to rave, but to *express yourself coherently* and back up your opinions (and interpretations) with *reasoned arguments*. Keep your *weekly text queries & responses* on topic. Non-relevant posts in this area will be deleted (or moved to a non-graded area), with a reason why sent to the author.

If you would like to discuss topics outside the immediate purview of our texts, post your questions or comments to the *Informal Discussion* area. Here you may question (or even rant about) almost anything, as long as you are polite and somehow link it to our class.

QUIZZES AND EXAMS

There will be five “**pop quizzes**” and three scheduled **exams**. You may be quizzed on *any* previously assigned readings. Exams may contain material covered in any of your readings and class discussions. I may also assign homework (such as writing assignments or research projects) that will supplement your quiz and exam scores. Exams will consist of a series of short-answer questions (true-false, multiple choice, or fill-in-the-blank) followed by a few *philosophical* short-essay questions.

Please note: *Quizzes* will serve as *study-guides* for exams. Students are expected to *prepare questions after each quiz* and bring to the next class for review—diligence will improve your scores. We will also have a review session before each announced exam. (If unforeseen circumstances force us to change a scheduled exam, I will announce the new date in class and on Moodle.)

CRITICAL RESEARCH PAPER

The course culminates in a *critical research paper* that is interpretive in nature (– students argue *for* or *against* a specific position, idea, philosophy, interpretation, or methodology regarding a controversial issue in Asian Studies. In other words, students contribute to scholarship in “Asian Studies.” Student research should creatively contribute to advancing our understanding. Partial details of the paper format and requirements are outlined below, additional information will be provided as we become more familiar with the texts. Students will present a brief summary of their research at the end of the semester (failure to present research will result in a *participation* deduction).

Research requirements: *at least* two primary texts & two full-text article from instructor or one approved from the BSC Library Databases (e.g. “Jstor,” “Academic Search Premier,” “Philosopher’s Index” etc.), see <http://library.bsc.edu/tools/online.htm><http://lib.ollusa.edu/databases/Philosophy.cfm>

The BSC library (<http://library.bsc.edu>) provides access to academic books, articles, and numerous online resources. Librarians are available to help you identify, locate and evaluate the information you need to complete your assignments. Please make use of their services!

Research Papers should be between 4-5 double-spaced pages, including a formal bibliography *at least* three academic sources *in addition* to our required texts (these should include *peer-reviewed* journal articles and at least one academic book approved by the professor).

PRESENTATIONS

During the second week, students schedule a presentation on a future topic of the week (see schedule). The goal of this assignment is for students to *research*, engage, and distil our topical information, and *go beyond the purview of our immediate texts* by using external research to expand our perspectives.

Each presentation is required to *include* 1) an individual *contribution statement* (your own *thesis/interpretation*), 2) *two arguments** [or “clarifications”] about your topic from **“peer-reviewed” academic journal articles (or academic texts)** [use library **Discovery system** (<http://library.bsc.edu/>) to research your chosen topic], and 3) the reasons for why you agree or disagree with the arguments you discovered in 2). 1)-3) in the form of “talking points” with Bibliography are *due on Moodle the evening before the scheduled presentation (before midnight)*.

Note: Students may present individually or in *groups* of no more than three. If one chooses to present in a group, *each student must complete his or her own research* (this means she or he must have their own 1)-3) on the group topic.

Presentations should be concise (**about 5 minutes per person + media**). When you sign up for a topic you assume the responsibility to be on schedule.

GRADES

Your final grade will be determined by a straight average according to the following plan:

15% - *attendance & participation* (A&P)	
(3% or 30 points <i>deducted</i> per missed session or assignment after 2 free passes)	(→ 150 points)
10% - weekly <i>text critiques</i> in Moodle discussion area (1 per week x 10 points, up to 100 points)	(→ 100 points)
5% - special topics mediations forum in Moodle discussion area	(→ 50 points)
10% - presentation including 2 peer-reviewed sources, contribution statement, and talking points	(→ 100 points)
10% - five Pop Quizzes	(5 x 20 → 100 points)
30% - three (announced) Exams	(3 x 100 → 300 points)
20% - Research Paper - including:	
1. Proposal with Bibliography – 2.5% (= 25 points),	
2. Thesis Paragraph with <i>Updated Annotated Bibliography</i> – 2.5% (= 25 points),	
3. Draft – 2.5% = 25 points, 4. Peer Critiques – 2.5% (= 25 points), and	
5. Final Draft - 10% (= 100 points)	
	(→ 200 points)
(100% = 1000 total points)	

Missed work: There will be no make-up exams or quizzes. Un-excused missed exams will receive a “zero.” *Late written work will be docked 15% per day* (- material turned in after due date/time is “late” [if something is due “in class,” then any time after the beginning of class on the stated due date is late]). In *documented cases* of health issues (verified by a physician, not a nurse, on an official letterhead), family emergencies, jury duty, etc. you may substitute a *cumulative - comprehensive* timed online exam for one missed exam (NOTE: this benefaction may only be invoked once). (*if you have a *legitimate excuse*, I will try to accommodate your situation given that you contact me immediately.*)

Grade discrepancies must be reported within one week of posted grades.

ATTENDANCE, COURTESY, PREREQUISITES, AND SUCCESS IN THIS COURSE:

**** COVID-19 Pandemic-Contingencies necessitate expanding the definition of “attendance” – if anyone displays symptoms indicative of possible infection, email professor immediately about alternative “participation.” ****

Attendance will be taken intermittently (3% or 30 points will be *deducted* per missed session after 2 free pass). Students who regularly miss class discussions and quizzes will almost surely miss assignments, group work, and do poorly on exams. Students who are *not mentally present* in class (see above under “Discussion” requirements) will be counted absent after one warning. *If your attendance & participation points fall to zero, you automatically fail the course*. Please consult the College’s official policy regarding

withdrawals. Unless you have permission from the dean, I do not give "Incompletes."

NOTE: more than 4 absences will carry a *letter grade* penalty for the final grade. More than 6 absences will result in *failing the class*.

Courtesy and Tardiness: Please show common courtesy toward the class: *turn off all mobile devices during class*. Trolling social media, gaming, texting, etc. on mobile devices, laptops, tablets, etc. is distracting for peers in your space. If you are caught surfing non-academic materials during class, after one warning, then A&P (non-present) point reduction applies see above. Also, habitual tardiness or policy abuse will be *penalized* through the "attendance/participation" grade component listed above – after being tardy two times, infractions will be treated as an absence.

Prerequisites: technically, there are no prerequisites for this course, however, you must be able to express yourself in writing. If you are uncomfortable writing short essays, you should postpone this course until you have had more writing practice.

The key to doing well in this class is careful, thoughtful, and thorough *reading*. We will be studying primary texts that can be tedious, complicated, and very difficult (you will probably need to read most texts more than once). Your job is to *engage* the texts and reflect them upon your own lives. (Hint: make reflective and interrogative notes in your books or in your reading journal.) If you feel uncomfortable or confused about anything in the course, please do not hesitate to schedule an appointment with me. Finally, remember *always to bring your texts to class*.

BSC Resources for Writers

The Writing Center, located in the Humanities Center 102, offers one-on-one consultation with student writers. The Writing Center serves all writers, in any BSC course, at all levels and at all points in the writing process. Peer tutors spend thirty minutes to an hour per appointment, and there is no limit to the number of tutoring sessions you can have. Drop in during regular hours (M-Thurs, 3:30-10 or Sunday 5-10) or email writingcenter@bsc.edu to make an appointment. Visit the Writing Center website at <http://www.bsc.edu/academics/arc/writing.cfm> for more information.

Academic Accommodations

If you are registered for accommodations, please make an appointment with me as soon as possible to discuss accommodations that may be necessary. During this discussion, you are not expected to disclose any details concerning your disability though you may discuss these details at your discretion. If you have a disability but have not contacted Angie Smith, the Disability Accommodations Coordinator at BSC, please call 226-7909 or visit Counseling & Health Services on the second floor of Norton Center, next door to Student Development. You may also contact the Coordinator at awsmith@bsc.edu if you have any questions or need more information.

HONOR CODE

Finally, students of course are expected to abide by the Honor Code in regard to all assignments. Peer discussions and group study are encouraged. However, graded work must be your own. Blatant violations of the honor code will result in your failing this class.

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Romanization "Key" for older texts (such as *Monkey: Folk Novel of China*)

In the 1980s and 1990s a new mainland Chinese system for spelling Chinese words called *pinyin* became popular around the world. Here's the newer spelling for some of the terms in our older texts.

** ** *

Tao = dao

jen = ren

tzu-jan = ziran

Te = de

I Ching = Yijing

Lao-tzu = Laozi

Chuang-tzu = Zhuangzi

hsüan = xuan

chun-tzu = junzi

wu-hsin = wuxin

hsin = xin

Wu Ch'eng-En = Wu Chengen

Kuan-Yin = Guanyin

Hsüan Tsang = Xuanzang

** ** *

PS, I find that if we drop the definite article "the" before *almost* every occurrence of "dao" and retranslate "the Way" into "dao," it starts to open up the English to "process" (which is one of the prime characteristic of East-Asian worldviews). Try converting "the Dao" and "the Way" into simply "dao," i.e., strikeout the definite article before "dao" throughout your texts (e.g., ~~the~~ Dao" and ~~the~~ Way").

"When hungry, eat; when tired, sleep." - Baizhang Huaihai 百丈懷海

RESEARCH MATERIALS - use library **Discovery system** (<http://library.bsc.edu/>)
Bibliography of Asian Studies – Academic Journals identified as *important in the field* (<http://bmc.lib.umich.edu/bas/Help/fasttrack>)

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- Acta Asiatica (Tokyo)
 Acta Koreana (Daegu, Korea)
 Annals of the Bhandarkar Oriental Research Institute (Pune)
 Annual of Urdu Studies (Chicago, IL)
 Archipel (Paris)
 Archives of Asian Art (New York)
 Artibus Asiae (Zürich, Switzerland)
 Asia Major (Taipei)
 Asian Ethnology (Nagoya)
 Asian Perspectives (Honolulu)
 Asian Philosophy (Abingdon, Oxon, England)
 Asian Survey (Berkeley, CA)
 Bijdragen Tot de Taal-, Land- en Volkenkunde (Leiden)
 BioScope: South Asian Screen Studies (New Delhi)
 Borneo Research Bulletin (Williamsburg, VA)
 Bulletin de l'Ecole Française d'Extrême-Orient (Paris)
 Bulletin of Indonesian Economic Studies (Canberra)
 Bulletin of the American Historical Collection (Manila)
 Bulletin of the School of Oriental and African Studies (Cambridge, England; New York)
 Cahiers de Linguistique Asie Orientale (Paris)
 Cahiers d'Extrême-Asie (Paris; Kyoto)
 Central Asia (Peshawar)
 China Journal (Canberra)
 China Quarterly (Cambridge, England; New York)
 Chinese Literature: Essays, Articles, Reviews (Madison, WI)
 CHINOPERL Papers (Ann Arbor, MI)
 Comparative Studies in South Asia, Africa and the Middle East (Durham, NC)
 Contemporary South Asia (Oxford)
 Contemporary Southeast Asia (Singapore)
 Contributions to Indian Sociology (Delhi)
 Critical Asian Studies (Basingstoke, Hampshire, England)
 Crossroads (DeKalb, IL)
 Deccan Studies (Hyderabad)
 Early China (Berkeley, CA)
 East Asian History (Canberra)
 Etudes chinoises (Paris)
 Exemplar: The Journal of South Asian Studies (Statesboro, GA)
 Harvard Journal of Asiatic Studies (Cambridge, MA)
 Himal Southasian (Lalitpur, Nepal)
 History and Sociology of South Asia (New Delhi)
 India Macroeconomics Annual (Calcutta)
 India Review (Oxford)
 Indian Anthropologist (New Delhi)
 Indian Economic and Social History Review (Delhi)
 Indian Historical Review (Delhi)
 Indian Journal of Gender Studies (New Delhi)
 Indian Journal of History of Science (New Delhi)
 Indian Journal of Human Development (New Delhi)
 Indian Journal of Linguistics (Calcutta)
 Indian Linguistics (Pune)
 Indo-Iranian Journal (The Hague)
 Indonesia (Ithaca, NY)
 Indonesia and the Malay World (London)
 International Journal of Asian Studies (Cambridge, England; New York)
 International Journal of Dravidian Linguistics (Trivandrum)
 ISSRA Papers (Institute for Strategic Studies, Research & Analysis, National Defence University) (Islamabad)
 Japan Echo (Tokyo)
 Japan Forum (Basingstoke, Hampshire, England; Philadelphia, PA)
 Japan Review: Bulletin of the International Research Center for Japanese Studies = Nichibunken (Kyoto)
 Japanese Journal of Religious Studies (Nagoya)
 Japanese Language and Literature (Boulder, CO)
 Journal of American-East Asian Relations (Leiden; Boston)
 Journal of Asian and African Studies (Thousand Oaks, CA)
 Journal of Asian Studies (Cambridge, England; New York)
 Journal of Bangladesh Studies (Bellevue, WA)
 Journal of Chinese Linguistics (Hong Kong)
 Journal of Chinese Religions (Bloomington, IN)
 Journal of Gender and Social Issues (Rawalpindi)
 Journal of Indian Philosophy (Dordrecht)
 Journal of Japanese Studies (Seattle)
 Journal of North East Indian Studies (Shillong)
 Journal of Oriental Studies (Hong Kong)
 Journal of Song-Yuan Studies (Berkeley, CA)
 Journal of Southeast Asian Studies (Singapore)
 Journal of Tamil Studies (Madras)
 Journal of the American Oriental Society (New Haven, CT)
 Journal of the Asiatic Society of Bangladesh (Dhaka)
 Journal of the Chinese Language Teachers Association (Honolulu)
 Journal of the Economic and Social History of the Orient (Leiden)
 Journal of the Institute of Bangladesh Studies (Rajshahi)
 Journal of the Malaysian Branch, Royal Asiatic Society (Kuala Lumpur)
 Journal of the Pakistan Historical Society (Karachi)
 Journal of the Royal Asiatic Society (Cambridge, England; New York)
 Journal of the Siam Society (Bangkok)
 Korea Journal (Seoul)
 Korea Yearbook (Leiden; Boston)
 Korean Studies (Honolulu)
 Late Imperial China (Baltimore, MD)
 Man in India (Ranchi)
 Margalla Papers (National Defence University) (Islamabad)
 Ming Studies (Leeds, England)
 Modern Asian Studies (Cambridge, England)
 Modern China (Thousand Oaks, CA; London)
 Modern Chinese Literature and Culture (Columbus, OH)
 Mongolian Studies (Bloomington, IN)
 Monumenta Nipponica (Tokyo)
 Monumenta Serica (Sankt Augustin, Germany)
 NDU Journal (National Defence University) (Islamabad)
 Nepali Journal of Contemporary Studies (Kathmandu)
 Oriens Extremus (Wiesbaden, Germany)
 Oriental College Magazine (Lahore)
 Pacific Affairs (Vancouver)
 Pakistan Economic and Social Review (Lahore)
 Pakistan Journal of History and Culture (Islamabad)
 Péninsule (Paris)
 Philippine Quarterly of Culture and Society (Cebu City)
 Philippine Sociological Review (Manila)
 Philippine Studies (Quezon City)
 Philosophy East and West (Honolulu)
 Positions: East Asia Cultures Critique (Durham, NC)
 Puratattva: Bulletin of the Indian Archaeological Society (Varanasi)
 Quarterly Journal of the Mythic Society (Bangalore)
 Quarterly Review of Historical Studies (Calcutta)
 Sikh Formations (London)
 Singapore Economic Review (Singapore)
 Sojourn: Social Issues in Southeast Asia (Singapore)
 South Asia (Nedlands, Australia)
 South Asia Research (London)
 South Asian Anthropologist (Ranchi)
 South Asian Diaspora (London)
 South Asian History and Culture (Oxford)
 South Asian Journal (Lahore)
 South Asian Popular Culture (London)
 South Asian Studies: A Research Journal of South Asian Studies (Lahore)
 South Asian Studies: Journal of the Society for South Asian Studies (London)
 South Asian Survey (New Delhi)
 South Asianist (Edinburgh)
 South East Asia Research (London)
 Southeast Asian Affairs (Singapore)
 Southeast Asian Journal of Social Science (Singapore)
 Sri Lanka Journal of the Humanities (Peradeniya)
 Studies in History (New Delhi)
 Studies in Nepali History and Society (Kathmandu)
 Tang Studies (Leeds, England)
 Tenggara (Kuala Lumpur)
 T'oung Pao (Leiden)

Transactions of the Asiatic Society of Japan (Tokyo)
Twentieth Century China (Columbus, OH)
Vietnamese Studies (Hanoi)

Wiener Zeitschrift für die Kunde Südasiens und Archiv für indische
Philosophie (Leiden)
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