Syllabus—AST 102
Introduction to Asian Studies

Dr. Marilyn Levine
Web Address: http://www.cwu.edu/history/marilyn-levine
Office Hours: M/W 10:00-10:50; T/Th 2:00-3:30; or by appt.

Office: Lang/Lit 100E
Phone: 509 963-2017
Email: marilyn.levine@cwu.edu

Course Description:
Asia presents a series of varied historical and societal contexts. This is important because during recent years, issues of worldwide significance have focused on Asia such as the immense population problems, or the economic dynamism of the Asian region. This course will give an introduction to Asia covering China, Japan, Korea, and Vietnam. Diversity both between and within different Asian countries will be explored, as well as different reactions to the West. Through lectures, discussions, films, and other class activities, students will be able to survey the rich cultures of the East.

Why Study Asia?
The notion of an interconnected world is no better expressed than the often troubled relationships between Western and Eastern regions. The lack of historical and cultural understanding has led to unnecessary conflicts and devastation. We need to invigorate historical and cultural understanding that goes beyond superficial stereotypes to create a more genuine understanding of current challenges and achievements as well as a true appreciation of the uniqueness of all societies and their peoples.

Course Objectives:
1. To understand some of the basic diversities in Asian politics, society and culture.
2. To learn and empathize about non-Western civilizations.
3. To understand the development of modern historical forces such as colonialism and modernization.
4. To integrate knowledge of Asia within the scope of a world perspective.
**Readings:**
Required Reading:
Ogai Mori, *The Wild Geese*
Richard Kim, *Lost Names*
Liang Heng & Judith Shapiro, *Son of the Revolution*

Study Guide: Lecture Outlines and Key Terms are in a PDF file on the Professor's Web Courses page and in CANVAS.

For information on historical timelines, content, and maps please view the Student Resources section of the Professor's Web site.

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**Class Schedule of Activities:**

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<thead>
<tr>
<th>Day</th>
<th>Lectures &amp; Discussions</th>
<th>Readings &amp; Notices</th>
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<tr>
<td></td>
<td><strong>Week One: Culture, Tradition, and Leadership</strong></td>
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<tr>
<td>1/3</td>
<td>Class Introduction</td>
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<td>1/5</td>
<td>The Traditional Chinese Moral Universe</td>
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<td></td>
<td><strong>Week Two: Culture, Tradition, and Leadership</strong></td>
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<tr>
<td>1/8</td>
<td>The Historical Landscape of Chinese Civilization</td>
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<td>1/10</td>
<td>Japan: Inner Harmony - Outer Adaptation</td>
<td>Every Picture Tells a Story Discussion</td>
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<td>1/12</td>
<td><em>Wild Geese</em> Reading</td>
<td>Group Discussions Outline Due</td>
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<td><strong>Week Three: East Asia and the Quicksand of Modernity</strong></td>
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<tr>
<td>1/15</td>
<td>HOLIDAY - No Class</td>
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<tr>
<td>1/17</td>
<td>The Meiji Restoration: The Political Revolution</td>
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<tr>
<td>1/19</td>
<td>The Meiji Restoration: The Economic &amp; Social Revolution</td>
<td>Every Picture Tells a Story Discussion</td>
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<td><strong>Week Four: East Asia and the Quicksand of Modernity</strong></td>
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<tr>
<td>1/22</td>
<td>China: Revolts, Reforms, and Restorations</td>
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<td>1/24</td>
<td>China: The 1911 Revolution</td>
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<tr>
<td>1/26</td>
<td>China: The New Culture Movement &amp; Rise of Mass Politics</td>
<td>Every Picture Tells a Story Discussion</td>
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<td><strong>Week Five: Traditional Cultures and Modern Challenges</strong></td>
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<td>1/29</td>
<td>Japan: Entering the Dark Valley</td>
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<td>1/31</td>
<td>Confucian Culture: Korea, 1894-1945</td>
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<td>2/2</td>
<td>Confucian Culture: Vietnam, 1802-1975</td>
<td>Every Picture Tells a Story Discussion</td>
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<td><strong>Week Six: Traditional Cultures and Modern Challenges</strong></td>
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<tr>
<td>2/5</td>
<td>China: The Nationalist Republic</td>
<td>Midterm Project Due</td>
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2/7 The Second World War in Asia

2/9 Lost Names Reading

Group Discussions

Week Seven: War and Revolution in Asia

2/12 China: The Communist Revolution

2/14 The People's Republic of China: From Marxism to Market I

2/16 The People's Republic of China: From Marxism to Market II

Every Picture Tells a Story Discussion

Week Eight: War and Revolution in Asia

2/19 HOLIDAY - No Class

2/21 Film: Hibiscus Town

2/23 Film: Hibiscus Town

Final Project Assigned

Week Nine: History and Now in Asia

2/26 Son of the Revolution Reading

Group Discussions

Outline Due

2/28 Japan: Allied Occupation & Post-War Politics
The Japanese Economy During the Fifties & Sixties

3/2 Korea and Vietnam in Transition

Every Picture Tells a Story Discussion

Week Ten: History and Now in Asia

3/5 Contemporary Japan

Group Discussions

3/7 Contemporary China

Group Discussions

3/9 The Future of Asia Conversation

Final Project Due

Final Projects will be returned and discussed on the Finals Day.
Course Policies:

1. **Academic Dishonesty**: As defined in the CWU Student Conduct Code (11.B) includes both cheating and plagiarism. Plagiarism includes but is not limited to: (a) Directly quoting the words in any publication without using quotation marks or indented format AND proper footnote style to identify the citation. (b) Using altered wording, materials or ideas of others without properly identifying their source. **If academic dishonesty is confirmed, I reserve the right to issue a failing grade for the course.**

2. **Students with Disabilities**: Students with disabilities who wish to set up academic adjustments in this class should send me an electronic copy of their “Academic Adjustments” as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this documentation should contact the Center for Disability Services, Boullion 140, DS@cwu.edu or call 509 963-1202 immediately.

3. **Interactivity**: All students, during class sessions must turn off and put away their cell phones, and must disconnect from the Web for all other media. Other media **only** may be used for note taking. Connected media may be used during group project preparation sessions. The focus and interaction with the instructor and fellow students is a key component of this learning experience and will be considered a part of the participation grade. Repeated absences will result in a lower participation grade. A Doctor’s note will be necessary for medical absences.

4. **Office Hours are FOR Students**: Please drop by during office hours, whether you want to ask a question or share a conversation about the material or history in general. If my office hours are inconvenient for your schedule, we can schedule an alternative time.

Course Assignments and Grading:
There are no examinations or quizzes in this course.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Overall Grade</th>
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<tbody>
<tr>
<td>Midterm Take-Home Project</td>
<td>20%</td>
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<tr>
<td>Final Take-Home Project</td>
<td>35%</td>
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<tr>
<td>Three Reading LTD Outlines</td>
<td>30%</td>
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<tr>
<td>Discussion/Participation</td>
<td>15%</td>
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Late Submission Policy & Helpful Tips:
This is a highly interactive class and both attendance and participation will be considered. Written assignments are reduced by one grade for each day they are late, up to 50%. Students are expected to complete their assignments in a timely manner and computer glitches are not an acceptable reason for delayed assignments.

**Helpful Tip #1**: Always Back Your Work Sessions on an External Flash Drive. That way no matter what happens to your hard drive or printer, you always can submit your work in a timely manner.

**Helpful Tip #2**: Consider completing assignments a few days ahead of time. This assures you receive full credit for your work, by not experiencing difficulties on the due date, AND you have time to reflect and maybe redraft portions of your work, if you so choose.

Every Picture Tells a Story Discussions:
On assigned Every Picture Tells a Story discussion days, students will bring a photo from their life or a photo of something relevant to you. In small groups students will tell the story of their photos and link the photo to the history content taught that week.
LEARNING THRU DISCUSSION [LTD] - READING OUTLINE PREPARATION

Step One - Definitions:
List three to five words of which you are unsure. Look them up and write down the definitions of them.

Step Two - Main Topic Identification:
Write down your version of a general statement of the author’s message. Remember to bring in concrete examples from the reading.

Step Three - Subtopic Identification:
Identify two to three subtopics. This step is to teach the concept of conciseness.

Step Four - Subtopic Explanation & Questions:
Write a brief statement of the subject matter of each subtopic. Remember to use examples from the reading. Secondly, design a question that you would ask for each subtopic.

Step Five - Integration with Other Materials:
Link one of the ten Primary Course Themes with the reading material. Write down the entire theme and discuss details from the reading that answers the questions raised in the primary course theme.

Step Six - Application:
Using a photo from your own life or a photo of something relevant to you – Tell the story of that photo and relate it to the reading material. Remember to be specific about the idea or event in the reading material.

Step Seven - Evaluation:
Write down your reactions and evaluation of the reading. If you have course suggestions, please share them.

Helpful Tip: Write the step number and title as you do the outline. It helps clarity of thought.
[Adapted from Hill, Wm. Fawcett, Learning Thru Discussion (Sage Publications, 1969)]

DISCUSSION DYNAMICS: Discussion can be enhanced by keeping in mind a few discussion roles:

<table>
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<tr>
<th>Initiating:</th>
<th>Giving &amp; Asking for Information</th>
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<tr>
<td>Introduce yourself and your major when you have your first discussion with a group.</td>
<td>Assume that your fellow students may know the answer to something that you wondered about in the reading.</td>
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<table>
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<tr>
<th>Giving &amp; Asking for Reactions</th>
<th>Restating &amp; Giving Examples</th>
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<tr>
<td>If you are a shy person or a curious person, do not be afraid to put your point forward and ask that students react to your idea. In addition, respond to the ideas of other students, and not just focus on your own points.</td>
<td>When was the last time you had an argument because of miscommunication? An important Discussion skill is to concretely restate or give an example to clarify what another speaker has put forward. You might be surprised that you didn't understand their idea.</td>
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<th>Confronting and Reality Testing</th>
<th>Synthesizing &amp; Summarizing</th>
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<td>You have the right, even the responsibility to disagree from time to time. However, there is constructive disagreement and unconstructive disagreement. <strong>Name calling, denigrating the intelligence or abilities of your classmates is not only uncivil, but it will not be tolerated in this course.</strong> If you do not agree with an idea, mention that there might be merits, but you do not think it is totally correct. A good phrase when you do not agree would be &quot;I would suggest . . . &quot;</td>
<td>This is a very valuable discussion dynamic. How to integrate what we learn with other learning and life experiences enhances the value of the conversation for everyone.</td>
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Primary Course Themes

1. **Eastern heritage.** The great influence and power of India and China throughout Asia has resulted in shared heritages throughout most of traditional history and as a key guidepost during western globalization post-1500. How has Eastern heritage shaped world values, ideas, philosophy, and religion after WWII?

2. **Asian Diversity.** Although individual countries in Asia have been impacted by external forces, there have been strong areas of identity and shared history within each country. Each country in Asia has its own long term historical development and core culture/values. What are the factors that have allowed these cultures to endure or not endure?

3. **Role of the family, social structure, and cultural values.** How does family, social structure and cultural values interact in Asian countries? Generally speaking, is there a greater focus on the good of the group rather than the individual? Are the structures more hierarchical? What are the benefits and challenges of such systems?

4. **Colonialist legacies.** How should we remember colonialism and exploitation in the Asian context? What are the victories over colonialism and what are the challenges for the 21st century in terms of Asian countries dealing with the colonialist legacies?

5. **The issue of ideology.** Ideology is a relatively modern phenomenon. Asian countries have provided a strong foundation for world ideologies from the West. What are the factors that have led to the adoption or repudiation of ideology in some Asian countries? Have there been Asian ideologies transported to the West?

6. **Advanced Revolution in the Twentieth Century.** During the 20th century the most advanced revolutions occurred in Asia. Is this statement true or false? Why or why not?

7. **The issue of morality and leadership.** How important is morality to leadership in Asian countries? What kind of morality is the key to engaging followers for Asian leaders in various countries? Is there a more hierarchical structure of leadership?

8. **Linkages between industrialization, urbanization, and environment.** The post-colonial era has been one of hyper-urbanization and industrialization in Asia. The growth of populations and megacities in Asia have exploded in the late 20th and early 21st centuries. How are Asian governments and societies coping with these dramatic changes? How has greater industrialization-urbanization impacted the environment? What do you see as the future of the quality of life in Asia?

9. **Social Justice and Economic Equality.** What have been the “trade-offs” for Asian countries in terms of increased economic development and questions of social justice and economic equality? Has there been a wider increase in a higher standard of living? Are there inequalities based on urban/rural, gender, or belief systems?

10. **World connections.** The connected media revolution, technological innovations (such as artificial intelligence, drones, self-driving cars, etc.), and global economic connections have all created a rapidly changing world. Is the pace of this global connection and innovation outpacing humanity's ability to cope with the personal and social consequences? How are these increased connections impacting Asian societies?