

What is Asia? (ASIA 350)
Spring 2021, 4.00 credits
2:15–3:45 Tuesday/Thursday, REMOTE

Professor Daniel Buck: danielb@uoregon.edu

- Office Hours: Wednesdays 1-3 or by appointment
- Office Hours Zoom link:
<https://uoregon.zoom.us/j/96892183674?pwd=bW9lQ0dJdkRvcE1zTWhHMW9tRU12Zz09>

GE, Rami Ghandour: rghandou@uoregon.edu

- Office Hours and zoom link: please go to “Contacting the Professor and GE, Office Hours” in the START HERE MODULE in Canvas.

In this extraordinary time, I am committed to our course — to experiencing our course material together, learning, questioning, and growing as a class community, even given our physical distance. We cannot proceed as originally planned, but we can still be excited and motivated to learn a lot about Asia.

What is Asia? What makes Asia different from the West? What makes the different countries of Asia so different from each other, even when they seem to have so much in common? This course is a critical introduction to Asia, and to the cultures, countries and histories of Asia. During the first half of the term we will explore the history and formation of Asia’s shared cultural matrix. In the second half we will explore some of the ways that Asia’s contemporary national cultures and identities were formed, how they are being transformed by globalization and new transnational flows since the 1990s, and how people in Asia are understanding and talking about the new importance of Asia in the world. We will look at themes such as nature, gender, religion, philosophy, traditions, nationalism, globalization, food and popular culture.

This course fulfills the Multicultural requirement (International Cultures, now also called Global Perspectives); the core course requirement for Asian Studies majors and minors; Regional and Human requirements for Geography majors; and Global Context requirement for Business Administration and Accounting majors. There are no prerequisites for this course.

As the UO will not hold in-person courses this term, our class will be conducted REMOTE through Canvas. We will meet during the regularly scheduled class times, Tuesdays and Thursdays at 2:15-3:45 p.m. These will be "live" (synchronous) class meetings on Zoom. There will be lectures and in-class activities, and time for open discussion and questions. These Zoom sessions will be recorded and will be made available on Canvas (accessible only to students enrolled in the class). In addition, the GE and I will host weekly office hours on Zoom.

Our Canvas site is set up with a module for each week of the term. These modules are the first place you should look to see what will be happening in class that week. Start with the *Instructions* page at the top of each module. It will give an overview of the week, tell what topics we will be learning about, have a detailed list (with links) of the materials you should read and

watch and assignments you should do, in the order you should do them. There will also be prompts guiding you toward what you should be learning from each reading. Other entries in the module will be direct links to the materials and assignments for the week.

Learning and Assessment Activities:

- 5% Short Assignments (3)
- 25% Quizzes (every other week)
- 45% Weekly Writing Assignments (will count highest 9 scores)
- 15% Final Essay
- 10% Participation and engagement

Scroll down for more information about each learning and assessment activity.

The Workflow of a Typical Week:

- Read Instructions and complete readings before classes on Tuesdays and Thursdays.
- Attend classes on Tuesdays and Thursdays, 2:15 - 3:45 p.m.
- Thursday 4pm: the bi-weekly quizzes and Weekly Writing Assignment prompts will become available.
- Sunday, midnight: complete quiz (every other week) and submit Writing Assignment 9/10 weeks).
- Tuesday, midnight: comment on the Writing Assignment of two classmates.

Expected Workload:

This is a demanding course with a heavy reading load. It is essential that you be committed to taking an active role in your own learning process. The readings are accessible (understandable) to lay readers, but you are expected to closely read and critically analyze the assigned readings before each class and come to class prepared to actively engage and learn with your classmates. You should expect

- 6 hours per week of studying the assigned readings and lectures.
- 2.5 hours of class time, active engagement expected.
- 2.5 hours for the bi-weekly quizzes, writing assignments, and assignment comments.
- 10 hours for the Final Essay (during Week 10 and Finals Week).

Class Materials:

All reading assignments shown on the syllabus are required. I may change a few of the readings during the course of the term. All readings will be posted on Canvas; you will not need to purchase any books for this class.

Details on Each Type of Assignment

Short Assignments (5% of final grade):

1. Post your photo or avatar (optional, no points).
2. Post a Self-Introduction (200-250 words). It is worth **2 points**, due on Sunday, April 4 at midnight.

3. Complete the Academic Integrity Pledge. It is worth **1 point**, due on Sunday, April 4 at midnight.
4. Complete the short What is Asia? Picture and Statement. This is a small group project, and time will be provided in class to coordinate with your group and get started. It is worth **2 points**, due on Sunday, April 11 at midnight.

Bi-weekly Quizzes (25% of final grade):

- 5 Bi-weekly Quizzes, each scored on a basis of 10 points.
- 1 map quiz, due at the end of Week 2 (Sunday, April 11, by midnight)
- Due by 11:59pm every other Sunday night (at the end of even-numbered weeks). The quizzes will become available each Thursday at 4pm. All times are PST (Pacific Standard Time).
- These short, online quizzes are designed to assess your understanding of the materials of that week's module (the readings, lectures, etc.) and help you identify areas you should review before proceeding to the next module. Most of the questions will be multiple choice.
- You may take each quiz any time after Thursday at 4pm, but the quizzes will be timed, which means that although you will have access to course materials while taking the quiz, scoring well depends on having studied the module materials prior to beginning the quiz.
- You may retake each quiz once. Note that quiz questions are randomly generated from a bank of possible questions, so you should expect that some of the questions will be different on the retake. If you re-take the quiz, you must complete the retake by the deadline, Sunday 11:59pm PST.

Weekly Writing Assignments (45% of final grade):

- You will complete 9 out of 10 of the Weekly Writing Assignments, and every week comment on the Writing Assignments of 2 of your classmates.
- Due each Sunday by 11:59pm (PST) for the Writing Assignment; two days later on Tuesday by 11:59pm for the comments. The assignment will become available each Thursday at 4pm.
- Each week you will complete a short writing exercise that is intended to help you engage with the key ideas and concepts of that week's module, and help you identify areas you should review before proceeding to the next module. The average length should be 200-250 words.
- The prompt each week will vary. For example, there may be a specific question to answer, or you may be asked to focus on one of the assigned readings and distill the authors' central argument, or relate two of the readings, or relate that week's readings to some current event. Some weeks you might be given a choice between two different prompts.
- You will post your short writings in Canvas Discussions, and then read your peers' posted writing assignments and thoughtfully comment on two of them. These comments will be due 2 days later, on Tuesday night.
- Each weekly module will provide you with specific instructions.

Final Essay (15% of final grade):

- We will provide you with an essay question on Thursday of Week 9 (May 27), accompanied by one or two short supplementary readings.
- Answer the question in a three-page essay, using the supplementary readings and the relevant course reading assignments.
- You should briefly describe the supplementary reading(s), but summary should not be the central part of your essay. Instead, focus on answering the essay question.
- An “A” essay must have a thesis statement and must engage with the supplementary reading(s) and course materials and concepts in a meaningful way to develop your argument and analysis.
- Your paper should be proofread (free of grammatical and spelling errors), edited (well organized), double-spaced with 1” margins all around, and use 12-point font.
- Length: About 700-750 words (about 3 pages), not including a separate bibliography page.
- The Final Essay must be submitted by uploading the file to Canvas by 11:59pm on Wednesday of Finals Week (June 9).

Participation and Engagement (10% of final grade):

- Classes will meet during the regularly scheduled class times, Tuesdays and Thursdays at 2:15-3:45 p.m. These will be "live" (synchronous) class meetings on Zoom. Classes will include lectures and in-class activities, and time for open discussion or questions. Students are expected to finish studying each week's assigned readings before class.
- Attendance is mandatory. Maintaining a structured schedule and direct engagement with the class are best for learning, and the classes will help you with the bi-weekly quizzes and the weekly writing assignments.
- Your active engagement is expected, which means thoughtful and meaningful participation in classroom discussions, sharing ideas and contributing to the collective learning environment, asking intelligent questions and responding to questions posed by others.
- You should follow guidelines for respectful participation: [Guidelines for Participating in Our Online Class](#)
- Classes will be recorded and will be made available in the weekly modules (accessible only to students enrolled in the class). You are welcome to use these recordings to review material for the quizzes and writing assignments, but do not count on them as a meaningful substitute for the active learning you will miss by attending classes.
- We know that the unusual circumstances of the Covid-19 pandemic and the university's sudden switch to remote/online are creating difficulties for many of you. You can miss one class without losing points; if you miss a class, you can make it up by writing a 200-word answer to the second question prompt in the Weekly Writing Assignment (if that week has only one question prompt, ask your GE for one).
- To attend class, click on "Zoom Meetings" in the navigation menu on the left side of Canvas. If you need help with Zoom, click here: [Tech Support for Students](#)

Policies about Late and Missing Assignments

As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to

change. We will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. During this unusual time, I encourage you to talk with us about what you are experiencing so we can work together to help you succeed in this course.

Late papers and assignments will be penalized one-third of a letter grade (for example, B- to C+) per day, including weekends. Extensions on papers will occur only under extraordinary circumstances that must be verified in writing and approved beforehand.

Final letter grades will be assigned according to this chart, based on graded work in the course:

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	F	0-59

General Guidelines for Remote Class Participation

1. **Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.
2. **Use Proper Netiquette:** Please use good “net etiquette”: identify yourself with your real name, write or speak in the first person, and use a subject line that clearly relates to your contribution. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Certain breaches of netiquette can be considered disruptive behavior.
3. **Interact Professionally:** Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g. Do I contribute too much? Too little?).
4. **Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, nationality, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

5. **Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Specific guidelines for best practices using Canvas Discussion:

1. Use subject lines that clearly communicate the content of your post.
2. Write clearly and concisely and be aware that humor or sarcasm often doesn't always translate in an online environment.
3. Be supportive and considerate when replying to others' posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
4. Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
5. Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).
6. Contribute and interact often!

Specific guidelines for best practices using Zoom:

1. Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the Zoom Help Center at <https://support.zoom.us/hc/en-us>
2. Try to be on time when the meeting starts. It can be distracting to have participants join late.
3. Be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking and speak and use gestures like you would in person.
4. Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.
5. Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you.
6. Use chat to pose questions or offer insights "on the side" while others are contributing.
7. If you prefer to use a static image instead of video, you can keep your video off.
8. For help and troubleshooting with Zoom, visit the Zoom Help Center at <https://support.zoom.us/hc/en-us>

Accessibility: Some students with disabilities or medical conditions may encounter barriers with remote instruction. The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that

result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or uoaec@uoregon.edu.

Academic integrity: Violations of academic integrity, plagiarism and cheating will not be tolerated. Suspected violations will be reported to the Director of Student Judicial Affairs. For more information on plagiarism and how to avoid it—what you need to cite and how—please go to <https://researchguides.uoregon.edu/citing-plagiarism/plagiarism>

The official university policies regarding student misconduct are detailed here:

<https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

In our remote class, I will ask you to certify that your exams/papers are your own work. Exams will be administered in Canvas. If an exam is timed, I will adjust times to support students with accommodations through the Accessible Education Center. I have designed them with the expectation that you will have access to course materials and the Internet when you take them—and that’s just fine. I will be looking to see evidence of critical thinking and your ability to put the concepts we’re working on into action in response to the exam prompts.

DAILY SCHEDULE (details and links provided in the Canvas modules)

Part I: Defining Asia

Wk 1

Wk 1

Tuesday 3/30: Introduction — What is Asia?

Go to the START HERE module and read “Welcome to ASIA 350, from Professor Buck” and follow the instructions and links at the bottom. Familiarize yourself with how this course is organized and how it is set up in Canvas. Know where to find everything.

Carl Abbott, 2020. The “Chinese Flu” is Part of a Long History of Racializing Disease. *CityLab*. <https://www.bloomberg.com/news/articles/2020-03-17/when-racism-and-disease-spread-together>

Patricia Park, 2014. The Madame Butterfly Effect – Tracing the History of a Fetish. *Bitch Media*. <https://www.bitchmedia.org/article/the-madame-butterfly-effect-asian-fetish-history-pop-culture>

Feng Cheng, 2016. “Constructing a New Asian Masculinity: Reading Lilting Against Other Films by Asian Filmmakers.” University of Oregon, Master’s Thesis, Asian Studies.

Thursday 4/1: Imagined Spaces, Eurocentrism, Orientalism

Martin Lewis and Kären Wigen, 1997: pp. 33-55, 68-72 selected pages from two chapters, “Architecture of Continents” and “The Spatial Constructs of Orient and Occident, East and West” in *The Myth of Continents: A Critique of MetaGeography*. Berkeley: University of California Press.

Michael Keevak, 2018: pp. 204-208 “How Did East Asians Become Yellow?” in Kazuko Suzuki and Diego A. von Vacano, eds., *Reconsidering Race: Social Science Perspectives on Racial Categories in the Age of Genomics*. Oxford University Press.

Wk 2

Wk 2

Tuesday 4/6: The Eurocentric Myth

John M Hobson, 2004: pp. 1-26 “Countering the Eurocentric myth of the pristine West: discovering the oriental West” in *The Eastern Origins of Western Civilisation*. Cambridge University Press.

Colin Mason, 2014: pp. 42-56 “China: The Eternal Nation” in *A Short History of Asia, 3rd Edition*. Palgrave MacMillan.

Part II: The Common Cultural Matrix

Thursday 4/8: Early China and East Asia, Confucianism,

Charles Holcombe, 2001: pp. 1-7, 30-77 “Introduction” and “Civilizing Mission: Conceiving East Asia” in *The Genesis of East Asia, 221 B.C.-A.D. 907*. Honolulu: University of Hawaii Press.

Wk 3

Wk 3

Tuesday 4/13: Early India, Buddhism

Charles Holcombe, 2001: pp. 78-108 “Beyond East Asia: Global Connections” in *The Genesis of East Asia, 221 B.C.-A.D. 907*. Honolulu: University of Hawaii Press.

Colin Mason: pp. 24-30, 57-67.

Thursday 4/15: Asia and the West, Connected

John M Hobson, 2004: pp. 29-49 “Islamic and African pioneers: building the Bridge of the World and the global economy in the Afro-Asian age of discovery, 500-1500” in *The Eastern Origins of Western Civilisation*. Cambridge University Press.

Colin Mason: pp. 72-78.

Warren Cohen, 2000: pp. 128-149 “The Mongol Ascendancy” in *East Asia at the Center. Four Thousand Years of Engagement with the World*. New York: Columbia University Press.

Wk 4

Wk 4

Tuesday 4/20: China-centered East Asia

Warren Cohen, 2000: pp. 150-182 “The Resurgence of Chinese Power and the Coming of Islam” in *East Asia at the Center. Four Thousand Years of Engagement with the World*. New York: Columbia University Press.

Colin Mason: pp. 77-81.

“The Great Learning” pp. 85-87 in *A Source Book in Chinese Philosophy*, translated and compiled by Wing-tsit Chan. Princeton University Press, 1963.

Thursday 4/22: Neo-Confucianism; Family in China

Patricia Ebrey, 1991: pp. 45-83 “The Chinese Family and the Spread of Confucian Values” in Gilbert Rozman, ed., *The East Asian Region: Confucian Heritage and its Modern Adaptation*. Princeton University Press.

Wk 5

Wk 5

Tuesday 4/27: Korea and Neo-Confucianism

JaHyun Kim Haboush, 1991: pp. 84-110 “The Confucianization of Korean Society” in Gilbert Rozman, ed., *The East Asian Region: Confucian Heritage and its Modern Adaptation*. Princeton University Press.

Colin Mason: pp. 294-99.

Thursday 4/29: Japan and Neo-Confucianism

Martin Collcutt, 1991: pp. 113-146 “The Legacy of Confucianism in Japan” in Gilbert Rozman, ed., *The East Asian Region: Confucian Heritage and its Modern Adaptation*. Princeton University Press.

Colin Mason: pp. 91-101.

Wk 6

Wk 6

Tuesday 5/4: Vietnam and Neo-Confucianism; review for midterm exam

Nguyen Ngoc Huy, 1998. pp. 91-103 “The Confucian Incursion into Vietnam” in Walter H. Slote and George DeVos, eds., *Confucianism and the Family*. SUNY Press.

Alexander Woodside, 2002: pp. 116-126 “Classical Primordialism and the Historical Agendas of Vietnamese Confucianism” in Benjamin Elman, John Duncan and Herman Ooms, eds., *Rethinking Confucianism: Past and Present in China, Japan, Korea, and Vietnam*. UCLA Asian Pacific Monograph Series.

Colin Mason: pp. 31-41.

Part II. Contemporary Asia

Thursday 5/6: Eurocentric Myth, Military Revolution Myth

J. C. Sharman, 2019: pp. 1-16, 65-69 “The Military Revolution and the First International System” and “Company Sovereigns and the Empires of the East” in *Empires of the Weak: The Real Story of European Expansion and the Creation of the New World Order*. Princeton University Press.

Colin Mason: pp. 82-90, 105-127, 266-276.

Tuesday 5/11: Making the Japanese Nation

Tessa Morris-Suzuki, 1998: pp. 3-34 "Introduction" and "Japan" in *Re-inventing Japan: Time Space Nation*. Armonk, New York: M.E. Sharpe.

Ito Kimio, 1998: pp. 37-47 "The Invention of *Wa* and the Transformation of the Image of Prince Shotoku in Modern Japan" in Stephen Vlastos, ed., *Mirror of Modernity: Invented Traditions of Modern Japan*. University of California Press.

Thursday 5/13: Nature in Asia

Tessa Morris-Suzuki, 1998: pp. 35-59 "Nature" in *Re-inventing Japan: Time Space Nation*. Armonk, New York: M.E. Sharpe.

Robert Marks, 2012: pp. 92-98, 271-73 "Ancient Chinese Ideas about Nature and the Environment" and "Chinese Communist Ideas about Nature" in *China: Its Environment and History*. Rowman and Littlefield Publishers.

Tuesday 5/18: Making the Japanese Nation: Gender; Invented Traditions

Tessa Morris-Suzuki, 1998: pp. 110-139 "Gender" in *Re-inventing Japan: Time Space Nation*. Armonk, New York: M.E. Sharpe.

Clara Wing-chung Ho, 2013: pp. 99-104 "Women in Chinese History" in Naomi Standen, ed., *Demystifying China: New Understandings of Chinese History*. Rowman and Littlefield Publishers.

Thursday 5/20: Chinese Culture

Paul Cohen, 2009: selected pages in *Speaking to History: The Story of King Goujian in Twentieth-Century China*. University of California Press.

Mason, pp. 213-232.

Tuesday 5/25: Sajian and Globalization

Hsin-I Sydney Yueh, 2017: pp. 101-34 "Chapter 4: Situating *Sajian* in the Age of Globalization" in *Identity Politics and Popular Culture in Taiwan: A Sajian Generation*. Lexington Books.

Mason, pp. 233-236.

Thursday 5/27: New Asian Transnationalism

Nissim Kadosh Otmazgin, 2016: pp. 1-8 "A New Cultural Geography of East Asia: Imagining a 'Region' through Popular Culture" *The Asia-Pacific Journal*, Vol. 14, Issue 7, No. 5, April 1, 2016.

William A. Callahan, 2016: pp. 226-243 "China's 'Asia Dream': The Belt Road Initiative and the new regional order." *Asian Journal of Comparative Politics [drop: too hard]* 1(3).

Mason, pp. 294-305 (we already read 294-299 in Week 4).

Tuesday 6/1: Asian Transnationalism

Lawrence Zhang, 2016: pp. 53-62 "A Foreign Infusion: The Forgotten Legacy of Japanese *Chado* on Modern Chinese Tea Arts." *Gastronomica: The Journal of Critical Food Studies* 16(1).

Seanon Wang, 2006: pp. 25-32 "What's in a Dumpling? The Chinese Fast-Food Industry and the Spread of Indigenous Cultures under Globalization." *Stanford Journal of East Asian Affairs* 6(1).

Kyung-Koo Han, 2011: pp. 149-164 "The 'Kimchi Wars' in Globalizing East Asia: Consuming Class, Gender, Health, and National Identity" in Laurel Kendall, ed., *Consuming Korean Tradition in Early and Late Modernity*. University of Hawaii Press.

Thursday 6/3: Asian Transnationalism, final class discussion

Readings TBA

Final Essay due 11:59pm on Wednesday of Finals Week (June 9)

No Final Exam