

COURSE TITLE:	<u>EALL 797 (To be cross-listed in History and East Asian languages and Literatures): Introduction to Graduate-level East Asian Studies</u>
STUDENT AUDIENCE:	This course is required for all students enrolled in the Interdisciplinary M.A. Program in East Asian Studies; however, all graduate students are welcome, as are undergraduates with written instructor permission.
INSTRUCTOR;	Philip Brown and EAS guest visitors
CREDITS:	5 graduate credits
FORMAT:	Discussion/Small Group
SCHEDULE:	Mondays, 3:00-5:48

Major Required Readings:

Readings have been selected based on availability and costs as well as having content particularly relevant to East Asian Studies. Readings emphasize changes in the way in which Western scholars have organized knowledge about Asia in general and East Asia in particular (when they made distinctions among Asian cultures at all). Readings address issues that face contemporary area studies generally as well as East Asian Area Studies in particular.

Bentley, Jerry. *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times*, Oxford & New York: Oxford University Press, 1993.

Bentley, Jerry. *Shapes of World History in 20th Century Scholarship*, Washington, DC: American Historical Association, 1995.

Blaut, J.M. *The Colonizer's Model of the World*, New York: Guilford Press, 1993.

Eisenstadt, Shmuel N. & Wolfgang Schluchter, guest editors, *Early Modernities, Daedalus* 127: 3 (Summer 1998).

Frank, Andre G. *ReOrient: Global Economy in the Asian Age*. Berkeley: University of California Press, 1998.

Lewis, Martin, with Karen Wigen. *The Myth of Continents: A Critique of Metageography*, Berkeley: University of California Press, 1997.

Lieberman, Victor, Editor. *Beyond Binary Histories: Re-imagining Eurasia to c. 1830*, University of Michigan Press, 1999.

Szanton, David L., Ed. *The Politics of Knowledge: Area Studies and the Disciplines* Berkeley: University of California Press 2002

NOTE: Additional readings will be assigned based on individual interest. The required readings represent the work of a variety of disciplines: Frank is an economist; Lewis, Wigen, and Blaut are geographers; Eisenstadt and Schluchter (and many of the essay authors) are sociologists; Bentley and Lieberman (along with a number of authors in *Beyond Binary Histories*) are historians. **Students are strongly encouraged**, as part of their individual projects for the course, **to read similar material in their own area of disciplinary interest**. For example, someone with an interest in Chinese art history would benefit by reading (and bringing into classroom discussions) Warren Cohen's *East Asian Art and American Culture*, someone interested in education might read Patricia Bahree, *Asia in the European Classroom*, etc.

Description / Objectives

The primary objectives of this course are that students will:

- 1) Learn the ways in which Western European/North American scholars have studied the cultures of East Asia from the 19th to the early 21st century;
- 2) Learn some of the ways in which scholars have sought to deal with the shortcomings in earlier scholarship identified by critics of area studies in the late 20th century;
- 3) Explore, in the context of their own field of interest, the degree to which past criticisms and present efforts of scholars are successful in helping us understand a selected aspect of their primary geographic area of interest; and
- 4) compare and contrast their findings with similar phenomenon in one other culture within East Asia.

Much of the assigned reading for the class as a whole is explicitly comparative and theoretical. The function of these readings is to raise broad questions for students to consider as they pursue their own research, and in particular, to develop a general picture of how the development of Western intellectual traditions has shaped our views of the non-West in general, and East Asian cultures in particular.

Specific Objectives

Students will:

- 1) Improve their ability to read secondary analyses and theoretical treatments critically.
- 2) Improve their ability to read efficiently and strategically, i.e., adjusting how they read to the specific task at hand.
- 3) Perform independent bibliographic research and improve their ability to locate appropriate sources (primary and secondary) for their research.
- 4) Continue to develop their ability to review scholarly works fairly, balancing the need to inform readers of the author's objectives and what they have done to fulfill them, and well-contextualized criticism.
- 5) Improve formal oral presentation skills.

University Policies:

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct

(http://studentaffairs.osu.edu/info_for_students/esc.asp).

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Other Policies:

Make-up late work:

Make-up work will be allowed only in the case of a real emergency, and only if this can be documented with an official written excuse. Do not ask for exceptional treatment. **Late work will be downgraded by one letter grade for each day (including weekends) it is late. Work that is four or more days late will not be accepted.** I will only assign an incomplete grade if you have suffered a debilitating injury or a life altering loss, which **must** be documented, and you have completed a significant portion of the course work. If this is not the case, you will be assigned the grade earned.

General Study and Paper Tips:

As a colloquium, it is imperative that students do the assigned readings **before** coming to class. Overall, keep up with the readings.

When writing your papers, keep several things in mind.

1. Strive for good overall paper organization. Begin with an introduction, where you state your thesis and briefly tell the reader what you will be writing about. This is followed by the body of the paper, where you will present the body of your evidence through the development of supporting arguments. Finally, your paper should have a conclusion, in which you once again explain the significance of your question and argument.
2. Strive for good paragraph organization. Begin with a clear topic sentence, which is usually short. Follow with material that either supports or elaborates upon the idea of the topic sentence.
3. Make sure that your paper has a clear progression of ideas from one paragraph to the next.
4. Avoid lengthy quotes. These take up valuable space that is better spent on your own analysis.
5. Avoid contractions, such as don't and isn't, in your paper.
6. Minimize use of the passive voice. For example: "The war was begun by peasants" should be "Peasants began the war." Passive voice makes your writing weak.
7. Avoid plagiarism of any kind.
8. Double-check to make sure that your paper is free of spelling errors, improper grammar, or incorrect punctuation.
9. Make sure that you use footnotes properly.

Specific Writing Assignments:

Book Reviews: Book reviews are to be thoughtful evaluations of works as they deal with a) general issues of Area Studies in the U.S. and b) issues related specifically to the development and organization of East Asian Area Studies. As guides to evaluations, students should refer to the manuscript evaluation criteria of the Stanford University Press and *The*

Journal of Asian Studies which will be distributed in class. Reviews that largely summarize the book are not appropriate. Reviews are to be 6-8 pages in length, double spaced.

Research Project: Your research project will produce a paper of 20 - 25 pages, double spaced, that explores in depth a specific element of the development of Area Studies and disciplinary research as they focus on East Asia. Papers can focus on a broad theme that cuts across regional/national and/or chronological boundaries, the impact of a specific historical event on the development of area studies (e.g., the Congressional hearings on the "loss" of China), the impact of a specific work on the field (e.g., Edward Said's *Orientalism*), trends in a specific discipline related to East Asian Area Studies (e.g., geography), and other similar research foci. The research paper may take the form of a well-integrated bibliographic essay or a more traditional research paper. Decisions about the research problem and the structure of the research paper are to be made in consultation with the instructor.

Evaluation:

Assignment/Project/Test	% Final Grade
1. Book Review 1:	5%
2. Book Review 2:	8%
3. Bibliography:	12%
4. Formal Research Presentation:	10%
5. Draft Essay:	15%
6. Final Essay:	40%
7. Class Participation	10%

Grades:

Grades for written work are based on effective organization, clarity and logic of expression, effective and logical use of evidence, thoughtfulness and originality. Parallel criteria are used to evaluation both formal presentations and informal discussion during the course.

SCHEDULE

- Week 1: **Orientation: How do we understand East Asia?**
Skills: Basic objectives in writing book reviews; strategies for reading; strategies for defining the course project; preliminary strategies for locating relevant secondary and primary sources, specialized reference works for East Asian subjects (English, East Asian Languages, etc.).
- Lewis & Wigen. *The Myth of Continents* (For discussion in conjunction with Bentley in two weeks)
- Szanton, "The Origin, Nature, and Challenges of Area Studies in the United States"

- Week 2: The Attack (?) on Area Studies**
 Robert H. Bates, "Letter from the President: area studies and the discipline," *APSA-CP: Newsletter of the APSA Organized Section on Comparative Politics* 7(1), (1996), pp. 1-2
 Robert H. Bates, "Area studies and the discipline: a useful controversy?" *PS: Political Science & Politics*, (June 1997), pp. 166-169
 Chalmers Johnson, "Preconception vs. observation, or the contributions of rational choice theory and area studies to contemporary political science," *PS: Political Science & Politics*, (June 1997), pp. 170-174.
- Week 3: Library Lab: Meet in the Main Library with Social Science, East Asian, and Humanities librarians: Interdisciplinary searches.**
 Lieberman. *Beyond Binary Histories*. (For discussion in conjunction with Bentley next week)
 in Szanton, "Japanese Studies: The Intangible Act of Translation:
- Week 4. East is East and West is West, or IS it? Three Approaches to Continents, Countries and Cultures**
 Bentley. *Old World Encounters*.
 in Szanton, "The Transformation of Contemporary China Studies, 1972-2002"
 Due: Preliminary Project Bibliography (Should include basic reference works, geographically broad treatments, a selection of major bibliographic works, guides to primary sources, major scholarship related to the project, both monographic and article-length, etc.).
- Week 5. The Nineteenth Century and the Western World-Viewing Lens.**
 Blaut. *The Colonizer's Model of the World*.
 Due: Book Review 1 (on Bentley OR Lewis/Wigen)
- Week 6: Thinking Globally.**
 Frank. *ReOrient*.
- Week 7: Modernization Theory Redux: Does it Work?**
 Bentley. *Shapes of World History*/
 Eisenstadt & Schluchter. "Early Modernities."
- Week 8: Consultations with the instructor**
 in Szanton: Read two (2) additional essays on non-East Asian Area Studies
 Due: Book Review 2 (on Blaut OR Frank)
- Week 9: Area Studies in contemporary international studies contexts (a summary discussion of all readings)**

Week 10: Student Presentations: Paper Progress Reports. For all presentations, students will **distribute in advance a draft/summary** of their work to date for all students to read before class. **Draft papers are to be distributed by noon, Thursday before the class presentation.**

Presentations should present a clear interpretive argument, well buttressed with evidence and examples. (You may use, indeed, are encouraged to use visual aids such as overhead transparencies, digital presentations, etc. that are well-integrated into the presentation.)

A student respondent will be assigned to open discussion, comment on what they see as the strengths and weaknesses of the paper and presentation. The floor will then be opened to the class as a whole. In commenting (as formal respondent or from the floor), it is important to help presenters identify their strengths as well as shortcomings, and to suggest possible strategies for dealing with issues that arise.

Presenters should use the discussion to solicit class assistance regarding issues you have had a difficult time addressing (methodological, conceptual, source problems, etc.)

REMEMBER: Your task here is that of construction, not paper shredding.

Week 11: Student Presentations

FINAL PAPER IS DUE DURING THE REGULARLY SCHEDULED FINAL EXAMINATION HOUR.