

**IAH 204 Asia and the World
Fall 2019**

Instructor: Lina Qu

Office Hours: Tu. 2:30-3:30 PM; Wed. 1:30-2:30 PM (B380 Wells Hall)

Lectures: Tu. & Th. 12:40-2:00 PM (B117 Wells Hall)

Recitation Sections: 1) Fri. 9:10-10:00 AM (112 B Berkey Hall)

2) Fri. 10:20-11:10 AM (112 B Berkey Hall)

3) Fri. 11:30-12:20 PM (112 B Berkey Hall)

4) Fri. 9:10-10:00 AM (119 A Berkey Hall)

5) Fri. 10:20-11:10 AM (119 A Berkey Hall)

6) Fri. 11:30-12:20 PM (119 A Berkey Hall)

TAs and Office Hours: Sect.1,2,3, Shannon Cousins

Mon. & Th. 2:15-3:15 PM (B320 Wells Hall)

Sect. 4,5,6, Yongqing Ye

Mon. & Th. 2:30-3:30 PM (B320 Wells Hall)

Course Description

As part of MSU's program in Integrative Arts and Humanities, this course provides a global lens on East Asian cultures in the 16th -21st centuries. Through examining multimedia materials, the course presents a multifaceted picture of East Asian societies in the cross-cultural context of the evolving and expanding globalization. With the focus on the commercial and cultural exchanges between the Orient and the Occident since the early modern time, the course aims to probe the lingering significances and consequences derived from such historical encounters. Over the semester, the course schedule is organized roughly in a chronological order: Unit one investigates the meeting of East Asia and Europe in the early modern era through commercial, religious, and artistic transactions. Chinese imperial painting on the one side and French impressionism on the other both serve as visual manifestation of the fruitful outcomes from these exchanges. Unit two and three dive into the long journey of East Asian modernization through the cultural and national imaginaries that are mediated by martial arts and scientific fantasies. While the lure of western modernity and globality is looming large in the history of East Asian modernization, social traditions and cultural identities remain at the center of East Asian national imaginations. Finally, section four focuses on East Asian soft power in today's global popular culture via case studies of Chinese Webnovel, Japanese manga, and K-pop. Overall, this course syllabus is designed to cultivate and promote students' historical and analytical thinking as well as their cultural understanding and appreciation, which is fundamental to the formation of the global citizenship.

Learning Goals

At the completion of the course, students will

- Develop a historical and critical awareness of East Asian cultures, which are constantly shaping and being shaped by cross-cultural exchanges since the early modern era.
- Deepen their understanding of globalization and global citizenship in the context of East-West encounters;
- Learn to critically analyze multimedia sources including texts, sounds, images, and movies and start to comprehend history and culture in theoretical terms;
- Practice to communicate their informed opinions and arguments in both written and oral forms.

Mission and Goals of Integrative Studies in the Arts and Humanities

The mission of Integrative Studies in the Arts and Humanities is to help students become more familiar with ways of knowing in the arts and humanities and to be more knowledgeable and capable in a range of intellectual and expressive abilities. IAH courses encourage students to engage critically with their own society, history, and culture(s); they also encourage students to learn more about the history and culture of other societies. They focus on key ideas and issues in human experience; encourage appreciation of the roles of knowledge and values in shaping and understanding human behavior; emphasize the responsibilities and opportunities of democratic citizenship; highlight the value of the creative arts of literature, theater, music, and arts; and alert us to important issues that occur among peoples in an increasingly interconnected, interdependent world. The goals of IAH courses are to assist students to

- Cultivate habits of inquiry and develop investigative strategies from arts and humanities perspectives;
- Explore social, cultural, and artistic expressions and contexts;
- Act as culturally aware and ethically responsible citizens in local and global communities;
- Critically assess, produce, and communicate knowledge in a variety of media for a range of audiences; and
- Recognize and understand the value of diversity and the significance of interconnectedness in the classroom and beyond.

Diversity Designation

Students must include at least one “N” course and one “I” course in their program. A “D” course may meet either an “N” or an “I” requirement, but not both. This requirement is intended to increase cultural understanding in ways that empower students to act as engaged, well-informed citizens as they meet the challenges and opportunities of a complex, interconnected world in the 21st century. In addition to the academic benefits of diverse perspectives, employers increasingly seek out college graduates who are skilled in communicating to varied audiences and making decisions that reflect broad historical, social, and cultural knowledge. Overall, fulfilling the IDN designations prepare students to respond constructively to opportunities connected with our pluralistic society and global community.

- *This course is designated as International (I) and has been approved as fulfilling one course toward the University Diversity Requirement. Courses designated as International (I) emphasize international or global issues, ideas, and perspectives. The “I” designates a focus on one or more non-U.S. contexts and diversity topics as they unfold in these contexts. Non-U.S. examples and readings play a dominant role in shaping the lens through which diversity is addressed. The learning objectives and outcomes of the course will emphasize this designation and provide a guide for how this course furthers understanding of diversity at MSU and beyond.*

Spartan Code of Honor

- *“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”*

Required Books

1. *The Question of Hu* (by Jonathan D. Spence)
2. *Musui’s Story: The Autobiography of a Tokugawa Samurai* (by Katsu Kokichi)

Recommended Movies

1. *A Jesuit in the Kingdom of the Dragon* (2009)
2. *M. Butterfly* (1993)
3. *The Last Samurai* (2003)

4. *Once Upon A Time in China* (1991)
5. *Hero* (2002)
6. *Rush Hour* (1998)
7. *Cyborg Girl* (2008)
8. *The Host* (2006)
9. *Alita: Battle Angel* (2019)
10. *The Search for General Tso* (2014)

Policies on Reading and Screening

- A. Students are only required to purchase the 2 listed books. Other required readings will be available as electronic copies on D2L.
- B. Students are required to thoroughly go through the assigned readings before each lecture and are encouraged to actively engage with the lecture by answering or asking questions pertaining to the content of the class.
- C. Students are NOT required to watch the recommended movies ahead of time, but of course, are very much encouraged to do. The links to some movies are listed on the syllabus below, and the discs of the other movies are on reserve at the media center of MSU main library. Plots of movies will be introduced, and clips of movies will be played in lecture.

Requirements and Assignments

- A. **Lecture attendance (10 pts).** Students' grades will be reduced by 1 point for each absence after the first 2 absences, excused or unexcused. Extended period of absence should be justified with proper documentations or with the dean's approval. Students may be dropped from a course for non-attendance by a departmental administrative drop after the fourth class period, or the fifth class day of the term of instruction, whichever occurs first.
- B. **Recitation attendance and participation (10 pts).** Students' grades will be reduced by 1 point for each absence after the first 2 absences, excused or unexcused. Students' grades may be lowered due to lack of participation in discussion sections. Class participation is defined as raising or answering questions, contributing to group discussions, and participating in other class activities.
- C. **In-lecture quizzes (5 pts).** There are 5 quizzes in lectures over the semester (9/19, 10/1, 10/10, 10/29, 11/12). No makeups are given before or after lectures.
- D. **In-class writings (5 pts).** Over the semester, there are 5 in-class writings in recitations (9/13, 10/4, 10/25, 11/22, 12/6), during which students are asked to write a 150-word essay on a given topic within 15 minutes. Students are only graded on the completion of the writing assignment. No makeups are given before or after recitations.
- E. **Individual Response Papers (15+15+15pts).** Students are required to write 2 response papers and 1 revision over the semester. The 1st paper, due on 9/27, should be no shorter than 900 words, focusing on any one of the discussion topics in unit one. The revision of the 1st paper, due on 10/18, should sufficiently address comments and suggestions from the grader and should be no shorter than 1,200 words. The 2nd paper, due on 11/8, should focus on any one of the discussion topics in unit two or three and should be no shorter than 1,200 words. Each paper is expected to present an original argument and a coherent unpacking of the argument through the body of writing. The central argument in the essay is expected to be supported by substantial textual evidence from any of the readings, images, movies, and discussions that are covered in the lectures and recitations.
- F. **Individual Final project (25 pts).** Students are required to complete an audiovisual project on their own chosen topic, pertaining to the scope of the course. The project should be turned in as a YouTube link of a narrated slide show of no shorter than 15 mins. Detailed requirements and guidelines will be provided and discussed in recitations.

- G. Students are required to check their MSU e-mail accounts and the announcements posted on D2L on a regular basis.
- H. Students are advised to have their papers proofread and copy edited before submitting to D2L. See “Resources for Students” below.

Grade Scale

All course assignments will be graded on MSU’s 4.0 grade scale (i.e., 4.0, 3.5, 3.0, and so on), converted from percentage in the end.

4.0	=90-100
3.5	=86-89
3.0	=80-85
2.5	=74-79
2.0	=68-73
1.5	=62-67
1.0	=57-61
0.0	=0-56

- *Teaching assistants are in charge of all grading for this course. Grading rubrics will be provided on D2L. If you have any questions about your grade, please first contact the teaching assistant who leads your recitation. In extreme and special cases, you may contact the instructor to re-grade your assignment. However, keep in mind that your grade may go either up or down as a result of re-grading.*

Classroom Decorum and Policies

- A. This class has a NO-CELL-PHONE policy because of the distractive and disruptive nature of smart phones. Laptops can be used to take notes and to do tasks relevant to the class. Students who continue ignoring this rule after receiving a warning will be marked as absent.
- B. Students are trusted to be civil and respectful in class, abstaining from any disruptive behaviors.
- C. Students who come in 30 mins later after the lecture begins or leave 30 mins earlier before the lecture ends, without any justifiable reasons, will be marked as absent.
- D. Since the lecture runs through lunch time, light food is allowed in class. However, out of respect to the class, students should carefully avoid eating food with any strong smell or loud noise.

Academic Integrity

- Students are expected to honor general principles of ethics and honesty by following standards of academic regulations. Namely, (1) a student will not submit work which he/she has not written himself/herself for this course; (2) students will not permit any other student to use their work; (3) students will provide full documentation of the ideas/texts of any other writers that are either directly cited or indirectly paraphrased in the student’s work; (4) Students may not submit work that they have previously turned in for a grade, for either this course in a prior semester, or a different one. Violation of the academic ethic, for example, copying others’ work or let others copy your work, will be severely penalized. For detailed information please read “MSU Regulations, Ordinances and Policies Regarding Academic Honesty and Integrity” (<http://www.msu.edu/unit/ombud/RegsOrdsPolicies.html>).

Turnitin policy:

- *Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a ‘similarity score’. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the*

student's work. All submissions to this course may be checked using this tool. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor and TA make a complete assessment and judge the originality of the student's work.

- *Students should submit papers to Turnitin dropboxes without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.*

Resources for Students

- *The Writing Center* offers students an opportunity to meet with one-on-one with a consultant while they are engaged in the process of writing class papers and other documents. It also offers consulting on digital writing projects and a Grammar Hotline. The Writing Center is located in 300 Bessey Hall. For information about appointments and satellite locations, see <http://writing.msu.edu/>.
- *The ESL Writing Lab* will assist international students with all aspects of their work in IAH courses, including understanding of course readings to be used in writing papers, planning and revising papers, and proofreading. See <http://elc.msu.edu/esl-lab/> for more information and instructions on making appointments.

Note to Students with Disabilities

- It is Michigan State University's policy to not discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for accommodations in this course, contact your instructor and the Resource Center for Persons with Disabilities (<https://www.rcpd.msu.edu/>). The RCPD is located in 120 Bessey Hall. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors should be notified as early in the semester as possible.

Online SIRS evaluation policy

- Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction and has implemented the Student Instructional Rating System (SIRS) to gather student feedback (<https://sirsonline.msu.edu>). This course utilizes the online SIRS system, and you will receive an e-mail during the last two weeks of class asking you to fill out the SIRS web form at your convenience. In addition, participation in the online SIRS system involves grade sequestration, which means that the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been completed. Alternatively, you have the option on the SIRS website to decline to participate in the evaluation of the course. We hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. If you access the online SIRS website and complete the online SIRS form or decline to participate, you will receive the final grade in this course as usual once final grades are submitted.

Weekly Schedule

Week 1 Introduction and Warm-up

8/29 Th.

Course Introduction: Imagining East Asia

8/30 Fri.

@Warm-up activities and class policies

Unit I: The Meeting of East Asia and Europe in the Early Modern Era

Week 2 Matteo Ricci and the Jesuit China Mission

9/3 Tu.

#Reading: Excerpts from *China in the Sixteenth Century: The Journals of Matteo Ricci*

9/5 Th.

#Reading: *The Question of Hu*, p.1-28

*Documentary Movie: *A Jesuit in the Kingdom of the Dragon* (2009)

9/6 Fri.

@Discussion topic: What are the ways to know and appraise an alien society/culture?

Week 3 Giuseppe Castiglione and Chinese Imperial Painting and Architecture

9/10 Tu.

#Reading: *The Question of Hu*, p.29-55

9/12 Th.

#Reading: *The Question of Hu*, p.88-118

* Documentary Movie: *Giuseppe Castiglione*

<https://www.youtube.com/watch?v=R9EJ4aUhjzI>

9/13 Fri. 1st In-class writing

@Discussion topic: What could lead to the constructive or destructive outcomes in cross-cultural encounters?

Week 4 Japonisme in 19th Century Europe

9/17 Tu.

#Reading: “Van Gogh, Collector of ‘Japan’”

*Documentary movie: *Ukiyo-e in Japan*

<https://www.youtube.com/watch?v=7mlmlD8QJDU>

9/19 Th. 1st quiz

#Audio: “Madame Butterfly” by John Luther Long, chap.1-8

(https://archive.org/details/madame_butterfly_1007_librivox/madamebutterfly_1_long.mp3)

9/20 Fri.

@Discussion topic: What is orientalism? How does it facilitate and/or impede cross-cultural understandings?

Unit II: Martial Arts and East Asian Modernization

Week 5 Samurai in Edo Japan

9/24 Tu.

#Audio: “Madame Butterfly” by John Luther Long, chap.9-15

(https://archive.org/details/madame_butterfly_1007_librivox/madamebutterfly_1_long.mp3)

*Movie: *M. Butterfly* (1993)

9/26 Th.

#Reading: *Musui’s Story*, p.1-21

9/27 Fri. 1st Response Paper Due

@Discussion topic: How are human relation and emotion manipulated and exploited under the colonial system?

Week 6 Meiji Restoration and the Last Samurai

10/1 Tu. 2nd quiz

#Reading: *Musui’s Story*, p.43-69

10/3 Th.

#Reading: *Musui’s Story*, p.71-108

*Movie: *The Last Samurai* (2003)

10/4 Fri. 2nd in-class writing

@Discussion topic: What have led to the fall of the samurai class in Japan? What are the implications?

Week 7 The Nation of Heroic Sons and Daughters

10/8 Tu.

#Reading: Excerpts from *The Tale of Heroic Sons and Daughters*

10/10 Th. 3rd quiz

#Reading: Excerpts from *The Tale of Heroic Sons and Daughters*

*Movie: *Once Upon A Time in China* (1991)

10/11 Fri.

@Discussion topic: Who are the heroes or what is revered as heroic in East Asian traditions?

Week 8 National Heroes or Cosmopolitan Kung Fu Masters

10/15 Tu.

#Reading: “*Hero*: China’s Response to Hollywood Globalization”

*Movie: *Hero* (2002)

10/17 Th.

#Reading: “Reading the Kung Fu Film in an American Context: From Bruce Lee to Jackie Chan”

*Movie: *Rush Hour* (1998)

10/18 Fri. 1st Paper Revision Due

@Discussion topic: What are the symbols of nationalism or multiculturalism in Kung Fu films?

Unit III: Scientific Fantasy and East Asian National Imagination

Week 9 Fantasy and National Allegory I

10/22 Tu.

#Reading: Excerpts from *Cat Country*

10/24 Th.

#Reading: Excerpts from *Cat Country*

10/25 Fri. 3rd in-class writing

@Discussion topic: What is the relationship or entanglement between fantasy and reality?

Week 10 Fantasy and National Allegory II

10/29 Tu. 4th quiz

#Reading: Excerpts from *Cat Country*

10/31 Th.

#Reading: “Good Hunting” by Ken Liu

*Netflix Episode: “Good Hunting”

11/1 Fri.

@Discussion topic: What are the cultural appeals of Chinese science fiction? What can scientific fantasy tell us about the country’s history and its culture?

Week 11 Posthuman Imagination: Robots and Monsters

11/5 Tu.

#Reading: “Robotics and Representation” from *Japanese Robot Culture*

*Movie: *Cyborg Girl* (2008)

<http://www.asianfans.net/cyborg-girl-26043>

11/7 Th.

#Reading: “Localized Globalization and a Monster National: ‘The Host’ and the South Korean Film Industry”

*Movie: *The Host* (2006)

11/8 Fri. 2nd Response Paper Due

@Discussion topic: Why is human’s obsession with the nonhuman and the robotic? How would you imagine a posthuman future of human society?

Unit IV. Popular Culture and East Asian Soft Power

Week 12 Japanese Manga and Hollywood

11/12 Tu. 5th quiz

#Manga: *Battle Angel Alita, vol.1* (https://archive.org/details/manga_BattleAngelAlita-v01/page/n1)

11/14 Th.

#Manga: *Battle Angel Alita, vol.2* (https://archive.org/details/manga_BattleAngelAlita-v02/page/n9)

*Movie: *Alita: Battle Angel* (2019)

11/15 Fri.

@Discussion topic: What are the moral, social, and entertaining values of Japanese manga that have been celebrated by the global popular culture?

Week 13 Chinese Web-novel and Global Fandom

11/19 Tu.

#Web-novel: *Douluo dalu, vol.1*, chap. 000-003

(<https://bluesilvertranslations.wordpress.com/chapter-list/>)

11/21 Th.

#Web-novel: *Douluo dalu, vol.1*, chap. 004-007

(<https://bluesilvertranslations.wordpress.com/chapter-list/>)

11/22 Fri. 4th in-class writing

@Discussion topic: How is the experience of reading a web-novel different from that of reading a book in hand? What are alternative ways for us to “experience” literature?

Week 14 The Korean Wave: K-Pop & K-Drama

11/26 Tu.

#Reading: “Through the Korean Wave Looking Glass: Gender, Consumerism, Transnationalism, Tourism Reflecting Japan-Korea Relations in Global East Asia”

* Documentary Movie: *K-Pop: Korea’s Secret Weapon?*

<https://www.youtube.com/watch?v=clXOslwjPrc>

11/28 Th. Thanksgiving break

11/29 Fri. Thanksgiving break

Week 15 East Asian Cuisine in the World

12/3 Tu.

#Reading: “Asia’s Contributions to World Cuisine”

*Documentary Movie: *The Search for General Tso* (2014)

<https://www.youtube.com/watch?v=FF26VZSS4yg>

12/5 Th.

#Reading: “Sushi Reverses Course: Consuming American Sushi in Tokyo”

12/6 Fri. 5th in-class writing

@Discussion topic: What have contributed to the spreading popularity of East Asian cuisine in the world? What are the different reasons that people prefer fusion or authentic East Asian food?

12/12 Th. Final Project Due

Event Calendar

Week	Mon.	Tue. Lecture	Wed.	Thu. Lecture	Fri. Recitation
1 (8/26-8/30)				First lecture	
2 (9/2-9/6)					
3 (9/9-9/13)					1 st in-class writing
4 (9/16-9/20)				1 st in-lecture quiz	
5 (9/23-9/27)					1 st response paper due
6 (9/30-10/4)		2 nd in-lecture quiz			2 nd in-class writing
7 (10/7-10/11)				3 rd in-lecture quiz	
8 (10/14-10/18)					1 st paper revision due
9 (10/21-10/25)					3 rd in-class writing
10 (10/28-11/1)		4 th in-lecture quiz			
11 (11/4-11/8)					2 nd response paper due
12 (11/11-11/15)		5 th in-lecture quiz			
13 (11/18-11/22)					4 th in-class writing
14 (11/25-11/29)			Thanksgiving break		
15 (12/2-12/6)				Last lecture	5 th in-class writing
16 (12/9-12/13)				Final project due	