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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/10/2015

1b. Department/Division: Modern & Classical Languages

1c. Contact Person

Name: Jeanmarie Rouhier

Email: j.rouhier@uky.edu

Phone: 7-1756

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: MCL 525

2c. Full Title: Critical Issues in Asian Studies

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is designed as an introduction to scholarly approaches in Asian Studies for students who are beginning graduate studies and to advanced undergraduates. This course will introduce crucial moments in the development of the field of Asian studies. It focuses on some of the central problems, the major debates, and intellectual discussions that have shaped and continue to shape the scholarly, critical study of Asia. The course will prepare students to assess Asia as a region, as a history, as a discourse, and as a site of lived experiences, and to engage in the issues associated with its study. The seminar will consider the fundamental questions in the study of Asia: What is Asia? How do we approach its study? What are the issues determining our study of it? We will discuss the historical forces that have affected popular and scholarly thinking about "Asia." The skills emphasized in the course are common to good scholarship in many fields: the ability to evaluate research, methodology, and approach using critical discursive and rhetorical skills, and the ability to craft a written essay with a clear and persuasive argument. Students are encouraged to think about the commonalities and differences among different disciplinary approaches to Asia as well as the specific history and interdisciplinary character of Asian Studies.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course is required for the new Graduate Certificate in Asian Studies, which is open to students across the university with an interest in studying some region of Asia.

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Graduate Certificate in Asian Studies (GCAS)

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Graduate Certificate in Asian Studies (GCAS)

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ACSI222|Anna C Harmon|MCL 525 NEW College Review|20141007

SIGNATURE|JMETT2|Joanie Ett-Mims|MCL 525 NEW Undergrad Council Review|20141218

SIGNATURE|ZNNIKO0|Roshan Nikou|MCL 525 NEW Graduate Council Review|20150410

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

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Attachments:

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(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|---------------------------------------|--|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ¹ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Research | <input type="checkbox"/> Residency | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. ⁴ Course Description for Bulletin:

This course is designed as an introduction to scholarly approaches in Asian Studies for students who are beginning graduate studies and to advanced undergraduates. This course will introduce crucial moments in the development of the field of Asian studies. It focuses on some of the central problems, the major debates, and intellectual discussions that have shaped and continue to shape the scholarly, critical study of Asia. The course will prepare students to assess Asia as a region, as a history, as a discourse, and as a site of lived experiences, and to engage in the issues associated with its study. The seminar will consider the fundamental questions in the study of Asia: What is Asia? How do we approach its study? What are the issues determining our study of it? We will discuss the historical forces that have affected popular and scholarly thinking about "Asia." The skills emphasized in the course are common to good scholarship in many fields: the ability to evaluate research, methodology, and approach using critical discursive and rhetorical skills, and the ability to

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course is required for the new Graduate Certificate in Asian Studies, which is open to students across the university with an interest in studying some region of Asia.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Graduate Certificate in Asian Studies (GCAS)

b. * Will this course be a new requirement ⁵ for ANY program? Yes No

If YES ⁵, list affected programs:

Graduate Certificate in Asian Studies (GCAS)

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if apply 10.a above) are attached.

⁴ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

⁵ The chair of the cross-listing department must sign off on the Signature Routing Log

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5 2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

MCL 525

Critical Issues in Asian Studies

Instructor: Jeanmarie Rouhier
Office Address: 1061 POT
Email: j.rouhier@uky.edu
Office Phone: 7-1756

Office Hours: TBA

Course Description:

This course is designed as an introduction to scholarly approaches in Asian Studies for students who are beginning graduate studies. This course will introduce crucial moments in the development of the field of Asian studies. It focuses on some of the central problems, the major debates, and intellectual discussions that have shaped and continue to shape the scholarly, critical study of Asia. The course will prepare students to assess Asia as a region, as a history, as a discourse, and as a site of lived experiences, and to engage in the issues associated with its study. The seminar will consider the fundamental questions in the study of Asia: What is Asia? How do we approach its study? What are the issues determining our study of it? We will discuss the historical forces that have affected popular and scholarly thinking about "Asia." The skills emphasized in the course are common to good scholarship in many fields: the ability to evaluate research, methodology, and approach using critical discursive and rhetorical skills, and the ability to craft a written essay with a clear and persuasive argument. Students are encouraged to think about the commonalities and differences among different disciplinary approaches to Asia as well as the specific history and interdisciplinary character of Asian Studies.

There are no prerequisites for this course. The course forms the required course for the Graduate Certificate in Critical Asian Studies.

We will read the texts and discuss them, at length and in depth, every week. You will have to come to class prepared and ready to contribute to discussion. Active participation constitutes a significant portion of your success, and your grade, for this course.

Student Learning Outcomes:

After completing this course, the student will be able to:

1. Outline the major theoretical and historical underpinnings to critical scholarly work on Asian Studies.
2. Make their own contributions and interactions with those traditions and theoretical problems.
3. Prepare a statement of proposal for an extended research project that is focused on Asia. This is practical training for graduate work in Asian studies, for procurement of grants, and for communication research goals and projects.

Required Materials:

Texts and readings will be available in the bookstore and through library reserves.

Description of Course Activities and Assignments

The majority of the course is based on weekly assigned discussion in the seminar.

Every week you will submit a response paper on the assigned readings. For graduate students these will be three pages each, for undergraduates, 2 pages each. In this short paper, analyze the readings (do not summarize them) and provide your own personal response. Draw conclusions for your own practice in dialogue with the readings. These papers are to be submitted through the Bb site for the course. (Late submissions will lose 1/3 grade for every day late.)

In lieu of a final major paper you will have to write a four-page proposal for a research project (real or imaginary). The proposal should make creative use of the assigned readings in order to provide a theoretical background of your research. Graduate students are also required to submit a one-page bibliography of relevant scholarly materials.

Grades will be determined on the letter grade scale as follows:

Undergraduates: A 90-100 B 80-89 C 79-70 D 69-60 E below 59.

Graduates: A 90-100 B 80-89 C 79-70 E below 69

Grades will be determined according to the following breakdown:

Seminar preparation and participation	30%
Attendance	10%
Weekly response papers	40% (2.85% each)
Final research proposal	20%

Midterm grades will be submitted for all undergraduate students, as required by the university academic regulations.

You will have **weekly readings** on the course topics (see daily schedule below) It is important that you read carefully and critically. Think about the intellectual and socio-cultural context in which the work is written, the author's point of view in his/her intellectual arguments, goals of the work and/or of the author. When you read each source, carefully examine the scholarly apparatus that accompanies the text itself – introduction/preface, illustrations/tables/maps, footnotes/endnotes, index, bibliography. Careful reading will greatly assist you in crafting your written analysis of the material as well as in preparing for the discussion of the material in class. You are responsible for the assignments in the daily schedule, so that you can participate actively in both the discussion and in-class assignments. You are also responsible for the material covered in class, which may not be in the readings. Thus, attendance is particularly important, and more than two unexcused absences will lower your Seminar Preparation and Participation grade by one full grade.

Rubric for assessment of Seminar Preparation and Participation

- 5 Student is completely prepared to answer or attempt to answer all questions (written or oral) and participate in the discussion/in-class exercises actively and thoughtfully (and considerately).
- 4 Student is partially prepared to do the above.
- 3 Student is minimally prepared to do the above.
- 2 Student is completely unprepared to do the above.
- 0 Student is absent.

Absences and Attendance:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that

you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Tentative Course Schedule

A reliable course schedule is available in Blackboard. There will be modifications over the course of the semester. Consult the Blackboard site regularly for updates. Announcements will also be sent to the email on record for the class (your uky address). You are expected to check it regularly.

Week 1

Introduction to the course.

The big questions: What is Asia? How do we approach its study? What are the issues determining our study of it?

Thinking historically about "Asia"

- Georg Wilhelm Friedrich Hegel, *The Philosophy of History*, Selections TBA.*
- Karl A. Wittfogel, *Oriental Despotism. A Comparative Study of Total Power*, Selections TBA.
- Lantzeff, George and Richard Pierce, eds. *Eastward to Empire: Exploration and Conquest on the Russian Open Frontier to 1750*. Montreal, 1973.
- Cummings, Sally N. *Understanding Central Asia: Politics and Contested Transformations*. New York: Routledge, 2012.

Week 2

Thinking historically about "Asia"

- Martin W. Lewis and Kären Wigen, "The Spatial Constructs of Orient and Occident, East and West" and "The Cultural Constructs of Orient and Occident, East and West," in *The Myth of Continents: A Critique of Metageography*. University of California Press, 1997: 46-103.
- Forsyth, James. *A History of the Peoples of Siberia*. Cambridge: Cambridge UP, 1992.
- Lim, Susanna Soojung, *China and Japan in the Russian Imagination, 1685-1922: To the Ends of the Orient*. Routledge, 2013.

Week 3

Marxism and Asia

- Selections from Marx, "The German Ideology"
- Arif Dirlik, "Social Formations in Representations of the Past: The Case of 'Feudalism' in Twentieth-century Chinese Historiography," *Review* (Fernand Braudel Center), XIX (Summer 1996): 227-267.
- Joshua A. Fogel, "The debates over the Asiatic mode of production in Soviet Russia, China, and Japan" in Joshua A. Fogel, *The Cultural Dimension of Sino-Japanese Relations: Essays on The Nineteenth and Twentieth Centuries*. Armonk, N.Y.: M.E. Sharpe, 1995: 40-65.

Week 4

Modernization (theory) and its discontent

- Max Weber, from "Introduction" to *The Protestant Ethic and the Spirit of Capitalism*
- John Dower, "Introduction" to *Origins of the Modern Japanese State. Selected Writings of E.H. Norman*, Pantheon 1975.
- Nils Gilman *Mandarins of the Future: Modernization Theory in Cold War America* (The Johns Hopkins University Press, 2004), chaps. 1, 2, 3 and 5 pp. 1-112, 155-202.

Week 5

Orientalism and East Asia

- Edward Said, *Orientalism*. Vintage, 1979: 1-49.
- Arif Dirlik, "Chinese History and the Question of Orientalism," *History and Theory* 35, no. 4 (December 1996): 96-119.
- Gyan Prakash, "Writing Post-Orientalist Histories of the Third World: Perspectives from Indian Historiography," *Comparative Studies in Society and History* 32, no. 2 (April 1990): 383-407.

Week 6

Nationalism and Asian Nations

- Benedict Anderson, *Imagined Communities*. Verso, 1991: 1-7, 37-46
- John Fitzgerald, "The Nationless State: The Search for a Nation in Modern Chinese Nationalism," in Jonathan Unger, ed., *Chinese Nationalism* (ME Sharpe, 1996), pp. 56-85.
- Tessa Morris-Suzuki, "Japan," in *Re-inventing Japan* (ME Sharpe, 1998): 9-34.
- Henry H. Em, "Minjok as a Modern and Democratic Concept: Sin Ch'aeho's Historiography," in Gi-Wook Shin and Michael Robinson, eds., *Colonial Modernity in Korea* (Harvard University Press, 1999): 336-61
- Bassin, Mark, and Catriona Kelly. *Soviet and Post-Soviet Identities*. Cambridge: Cambridge University Press, 2012.

Week 7

The invention of tradition

- Carol Gluck, "The Invention of Edo" in Stephen Vlastos, ed. *Mirror of Modernity: Invented Traditions of Modern Japan* (University of California Press, 1998), pp. 262-84)
- Hyung Il Pai, "Japanese Anthropology and the Discovery of Prehistoric Korean," *Journal of East Asian Archaeology* 1, nos. 1-4 (1999), pp. 353-82.
- Lionel Jensen, "The Invention of 'Confucius' and His Chinese Other, 'Kong Fuzi'," in *positions* 1:2 (1993), p. 415-449.

Week 8

Imperialism (and its enemies)

- Elizabeth Lasek, "Imperialism in China: A Methodological Critique," *Bulletin of Concerned Asian Scholars* 15, no. 1 (Jan-Feb, 1983), pp. 50-64
- Andre Schmid, "Colonialism and the 'Korea Problem' in the Modern Historiography of Japan," *Journal of Asian Studies* 59, no. 4 (Nov. 2000), pp. 1-26
- Peter Duus, "The Origins of Meiji Imperialism" in *The Abacus and the Sword: The Japanese Penetration of Korea, 1895-1910* (University of California Press, 1995), pp. 1-25

Week 9

Gender

- Joan Scott Wallach, "Gender: A Useful Category of Historical Analysis," in *Gender and the Politics of History*. Columbia University Press, 1999: 28-50.

- Miriam Silverberg, "The Modern Girl as Militant," in Gail Bernstein, ed., *Recreating Japanese Women, 1600-1945* (University of California pr, 1991), pp. 239-266.
- Donald Roden, "Taisho Culture and the Problem of Gender Ambivalence," in J. Thomas Rimer, ed., *Culture and Identity: Japanese Intellectuals during the Interwar Years* (Princeton University Press, 1990), pp. 37-55
- Chung-moo Choi, "Nationalism and the Construction of Gender in Korea" in Elaine Kim and Chung-moo Choi, eds., *Dangerous Women: Gender and Korean Nationalism* (Routledge, 1998), pp. 9-31

Week 10

Media culture

- Walter Benjamin, 1968. "The Work of Art in the Age of Mechanical Reproduction". In his *Illuminations*, edited by Hannah Arendt. Translated by Harry Zohn. New York: Schocken.
- Hai Ren, "The Affective Economy of the Hong Kong Countdown." In his *Neoliberalism and Culture in China and Hong Kong: The Countdown of Time*. London: Routledge, 2010. Chapter 2, pp. 41-64, 183-187.
- Yuezhi Zhao, *Communication in China: Political Economy, Power, and Conflict*. Lanham, MD: Rowman & Littlefield, 2008. (Selection)
- Jing Wang, *Brand New China: Advertising, Media, and Commercial Culture*. Cambridge, MA: Harvard University Press, 2008. (Selection)

Week 11

Minorities, Peripheries, Identities

- Stevan Harrell, "Introduction: Civilizing Projects and the Reaction to Them." In Stevan Harrell, ed. *Cultural Encounters on China's Ethnic Frontiers*, pp. 3-36. Seattle: University of Washington Press, 1995.
- Haun Saussy "No Time Like the Present: The Category of Contemporaneity in Chinese Studies". In his *Great Walls of Discourse and Other Adventures in Cultural China*. Cambridge, MA: Harvard University Asia Center, 2001.
- Hai Ren, "The Landscape of Power: Imagineering Consumer Behavior at China's Theme Parks." In *The Themed Space: Locating Culture, Nation, and Self*, edited by Scott A. Lukas. Lanham, MD: Lexington Books, 2007.
- Hai Ren, "The Displacement and Museum Representation of Aboriginal Cultures in Taiwan". *positions*, Vol. 6, No. 2, 1998.

Week 12

Globalization

- Rebecca E. Karl, "'Joining Tracks with the World: The Impossibility of Politics in China.'" *Radical Philosophy*, no. 131 (May/June 2005).
- Lydia Liu, "Legislating the Universal: The Circulation of International Law in the Nineteenth Century". In *Tokens of Exchange: The Problem of Translation in Global Circulation*, edited by Lydia H. Liu. Durham, NC: Duke University Press, 1999.

- Aihwa Ong, *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Durham, NC: Duke University Press, 2006. (Selection)
- Hai Ren, *Neoliberalism and Culture in China and Hong Kong: The Countdown of Time*. London: Routledge, 2010. (Selection)

Week 13

The Chinese World Order and Revisionist Scholarship: A Debate

- John King Fairbank, "Introduction" to *The Chinese World Order* DATA
- James L. Hevia "A Multitude of Lords: Qing Court Ritual and the Macartney Embassy of 1793," *Late Imperial China*, Vol. 10, No. 2, December 1989, 72-105 [Available on Project Muse]
- Joseph W. Esherick, "Cherishing Sources from Afar", *Modern China*, vol. 24, 2, (Apr. 1998), pp. 135-161
- James L. Hevia, "Postpolemical Historiography: A Response to Joseph W. Esherick", *Modern China*, vol. 24, 3, (July 1998), pp. 319-327
- Joseph W. Esherick, "Tradutore, Traditore. A Reply to James Hevia", *Modern China*, vol. 24, 3, (July 1998), pp. 328-332 [Available on JSTOR]

Week 14

Rethinking Asian Studies

- Alan Tansman, "Japanese Studies: The Intangible Act of Translation," in David Szanton, ed. *The Politics of Knowledge. Area Studies and the Disciplines*. University of California Press, 2004, pp. 184-216.
- Andrew G. Walder, "The Transformation of Contemporary China Studies, 1977-2002," *ibid.*, pp. 314-340.
- Judith B. Farquhar and James L. Hevia, "Culture and Postwar American Historiography of China," *positions* 1:2 (1993). PAGES.

Week 15-16

Readings and presentations in areas of student research projects

Final research proposal due