E Asian Studies 255/History 255/Poli Sci 255
Engaging with East Asia (a.k.a. Introduction to East Asian Civilizations)

Fall 2015       TR 11am-12:15pm/Ingraham 22
Instructor      Charo D’Etcheverry (cdetcheverry@wisc.edu)
Office hours   R 2:30-3:30pm, F 10:45-11:45am, & by appointment, Van Hise 1114

Overview

In this course we’ll explore the rich cultures and histories of what we now call China, Korea, and Japan. As we work, we will linger on three ideas or images that have particularly influenced North American views of the region, as seen in recent popular books. We will also take advantage of local resources, and your talents, to consider Asia more broadly—and to consider how these cultures see “us”.

Head’s up: since my home discipline favors active reading and analytical writing, we will write often in this course and spend considerable time discussing how words convey thought. Rest assured that most assignments are short, that I give regular feedback, and that I will happily clarify my comments in person as needed. You do not need to be a “good writer,” or a native English-speaker, to do well in this class.

Course Objectives

✪ Review East Asian waves in world history—learn how and why ideas travel!
✪ Confront key issues in Asia now—see more sides and grasp the broader context!
✪ Own YOUR place in this picture—notice what you notice, question, and rethink!

Texts (in order of use)

Holcombe (H) (2010)
A History of East Asia: From the Origins of Civilization to the Twenty-First Century

Slingerland (S) (2014)
Trying Not to Try: Ancient China, Modern Science, and the Power of Spontaneity

Rowland (R) (2001)
Shinju (Sano Ichirô Novels Book 1)
sometimes helpful: http://sanoichiro.wikia.com/wiki/Sano_Ichiro_Wiki
starred chapters (** in reading schedule contain salacious content. You may skip them if you wish.

Hong (EH) (2014)
The Birth of Korean Cool: How One Nation is Conquering the World through Pop Culture
interesting but not necessarily current: http://www.eunyhong.com/

All books are available at University Book Store and on reserve at College Library. Make sure to bring the assigned readings and/or your notes on the same to class.
Assessment

Preparation  20%  Take-home quizzes  30%
Question-sets (10)  30%  Take-home final  20%

Preparation: performance on reading-checks, news round-ups (see next heading), and other in-class exercises, as well as participation in and on-time arrival to class.

Question-sets: 10-15 questions on a reading/resource from this list:

★ one passage in a recent chapter from Holcombe

★ one passage in a recent chapter from Slingerland, Rowland, or Hong

★ one relevant campus event, announced in class or in one of these series:
  
  http://southasia.wisc.edu/2015-fall-lecture-series/
  
  http://seasia.wisc.edu/Events/fridayforumfall15.htm

Five of the ten question-sets must draw from that last category, that is, approved Asia-related events on this campus. To help, I will end Thursday classes at 11:55am and head upstairs with interested students to that week’s South Asia talk. If you cannot attend those talks, you can use the time to complete tasks that might otherwise interfere with another option: for instance, listening to one of the lectures from last year’s South Asia series, available in MP3 recordings on that site. I will also be attending the Southeast Asia-themed Friday forums, also over lunch.

All question-sets must include the following information, given in this order:

(a) Complete bibliographical information, in a commonly used format (MLA, APA, etc.), for the talk or passage from the reading in question;

(b) A four- or five-sentence summary of that talk or passage, noting the topic and the main points that the speaker or writer makes about it (in the case of Rowland’s book, you will need to be creative about inferring all this); and

(c) Your 10-15 questions about the talk or passage, some open-ended (i.e., interpretive/non-factual) and each phrased as a complete sentence.

There are no right answers, just more or less productive questions, expressed with greater or lesser degrees of clarity and engagement. We will rate examples in class.

Take-home quizzes: single essays that restate, contextualize, and begin answering one of your own questions from the past month’s question-sets, using at least two outside sources drawn from Holcombe’s suggestions and/or recent articles in JSTOR, available here (you will need to log on using your netID):

You must provide complete bibliographic information for all sources, again in a commonly used format. You must consult me at least one week in advance if you wish to use a different kind of source. We will discuss further details in class.

Take-home final exam: two essays responding to your choice of an assigned list of questions that demonstrate your broad comprehension of course material (including news reports) and your ability to synthesize that material to engage thoughtfully with new material related to the subject. (I may limit individual choices to force engagement with material that proved challenging the course.) As always, you must provide complete bibliographic information, in a commonly used format for all sources. We will discuss further details in class.

News Round-ups

Everyone in this class is required to keep track of events in East Asia by reading at least the headlines from two online news outlets. The first site, required reading for everyone, is the BBC’s Asia page (http://www.bbc.com/news/world/asia). Students may choose the second based on their interests and language skills. Options include:

In English

CNN’s Asia page (http://www.cnn.com/asia)  
China Daily (http://www.chinadaily.com.cn/china/)  
The Japan Times (http://www.japantimes.co.jp/)  
The Korea Herald (http://www.koreaherald.com/)

In Chinese, Japanese, and Korean

Sina (http://news.sina.com.cn) (simplified Chinese); see also  
http://news.sina.com.hk (traditional Chinese, for readers in Hong Kong)  
http://news.sina.com.tw (traditional Chinese, Taiwan news)  
http://dailynews.sina.com/bg/ (traditional Chinese, for readers in North America)  
Pengpai (http://www.thepaper.cn/)

Yomiuri Online (http://www.yomiuri.co.jp/)  
Asahi Shimbun Digital (http://www.asahi.com/)

Chosun Daily (http://www.chosun.com/)  
OhmyNews (http://www.ohmynews.com/)

Please note that I chose most of these sites based on the recommendations of colleagues; I cannot vouch personally for their security or content. Feel free to use another site, perhaps written in another language, for your second source. Just remember what it is and make a habit of comparing its coverage to that found on BBC Asia. I advise checking headlines the night before class, to keep details fresh.
Grading

There are three areas to note here:

(1) *Preparation*, which as noted earlier encompasses reading checks, in-class work, and participation, will be scored as follows.

- S (full credit, excellent work) 100%
- P (partial credit, good work) 85%
- W (partial credit, needs work) 70%
- L (partially excused absence) 80%
- A (absent/unprepared/unengaged) 0%
- E (fully excused absence) 90%

Make a point of checking the attendance roster in D2L, which is where I record this data, and let me know within a week of the date in question if you find a mistake. I cannot guarantee corrections otherwise.

(2) *Course work* (question-sets, quizzes and final exams) will be scored in sets, meaning that I compare work on similar topics and in similar categories in order to establish the average level of thoughtfulness and engagement for the set. I believe that this helps me to grade more fairly. Since we will discuss highly rated samples in class, you will also get a clear sense of my standards. Please note that I do not use a strict curve, meaning that I do not limit the number of particular grades awarded in a set (although Bs are usually the most common score, assuming a strong group).

I convert letter-grades as follows: A=95, AB=90, B=85, BC=80, C=75, D=65, F=50. Please note that I may also use interval grades (e.g., A-/93, B+=88) when an assignment or exam does not fit neatly into one of the default categories. The most common reasons for this are exceptional thoughtfulness and clarity (relative to the set) and consistent misspelling of key terms and misquoting of evidence (not the same thing as ESL issues, which will not hurt a grade if I can follow the argument).

(3) *Final grades* will be computed based on the following ranges:

\[
A=93 \text{ or higher, AB}=88-92, B=83-87, BC=78-82, C=70-77, D=60-69.
\]

Note that I may elect to lower these thresholds (e.g, A=92), either for the entire class or for students who consistently make extraordinary contributions to discussion. I will not raise these standards, nor will I assign individual or end-of-semester extra credit. You will have chances to bank extra-credit points earlier in the semester.

**Use of Your Work**

I use examples of student-work each semester as models for improving the work of your classmates or of students in a future version of this course. Please rest assured that I focus such conversations, in class and in office hours, on the strengths of the submission, and that I keep your name private. If you do not wish to have your work used in this fashion, please tell me via e-mail by the end of the second week of class.
Late work

All work is due, in principle, in the appropriate drop-box in D2L by the start of class (11am) on the date noted on the syllabus. However, if you contact me at least twenty-four hours in advance of the deadline, I will grant extensions for take-home quizzes only to the start of the next class meeting. If you do not notify me on time or at all, I will dock the late quiz a full letter grade. I will not give any credit for quizzes that come in later than the start of the next class. I will not accept late question-sets. Instead, you may submit one make-up question-set in December (see schedule).

Absences

You may earn three excused absences, no questions asked, by e-mailing me during the relevant week to request a make-up assignment. This will be due in the drop-box in D2L before class on the following Tuesday. Additional requests for make-ups will be considered on a case-by-case basis and earn less credit.

Illness

If you come down with a fever of 100 degrees or more and a cough/sore throat, you may have the flu or something else contagious. Please do not come to class or office hours until your fever has been gone (no medicine) for 24 hours. Since I may also get sick, or have to care for a sick child, please make a habit of checking the news section of our course site in D2L before coming to class. I will post any updates, and make-up activities, there. In the event of general illness or any other event resulting in closure of the campus, we will conduct all course business via this site.

Problems with D2L (Desire2Learn, formerly known as Learn@UW)

If you have difficulty uploading work to D2L, send me a copy pasted into an e-mail before the deadline; this will prove that you completed the assignment on time. Then keep trying to upload the assignment to the appropriate folder in D2L until you achieve success. I will not grade work until it is filed correctly in the drop-box.

Academic misconduct

Evidence of cheating during an exam or plagiarism in your independent work will automatically result in a grade of zero for the related assignment. Please note that I do report these events, and that multiple incidents may get you expelled from the university. See the policy here: http://students.wisc.edu/doso/docs/UWS14.pdf.
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<thead>
<tr>
<th>Schedule</th>
<th>Topic</th>
<th>Reading (+ news)</th>
<th>Due in D2L by 11am</th>
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</thead>
<tbody>
<tr>
<td>Sept. 3 (R)</td>
<td>Choices &amp; chances</td>
<td>(H) introduction</td>
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<tr>
<td>Sept. 8</td>
<td>“Origins”</td>
<td>(H) chapter 1</td>
<td>Question-set 1</td>
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<td>Sept. 10</td>
<td>Spotlight: Confucius</td>
<td>(H) ch. 2, (S) ch. 1</td>
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<td>Sept. 15</td>
<td>“Cosmopolitanism”</td>
<td>(H) ch. 3</td>
<td>Question-set 2</td>
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<td>Sept. 17</td>
<td>Great books</td>
<td>(S) ch. 2 &amp; 3</td>
<td>Question-set 3</td>
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<tr>
<td>Sept. 22</td>
<td>“Community”</td>
<td>(H) ch. 4</td>
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<td>Sept. 24</td>
<td>Self-cultivation</td>
<td>(S) ch. 4 &amp; 5</td>
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<td>Sept. 29</td>
<td>On Slingerland</td>
<td>(S) ch. 5-8</td>
<td>Take-home quiz 1</td>
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<td>Oct. 1</td>
<td>Surprise!</td>
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<td>Oct. 6</td>
<td>“Maturity”</td>
<td>(H) ch. 5</td>
<td>Question-set 4</td>
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<td>Oct. 8</td>
<td>No class</td>
<td>(R) through ch. 6 (**ch. 5)</td>
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<td>Oct. 13</td>
<td>“Early Modern”</td>
<td>(H) ch. 6</td>
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<td>Oct. 15</td>
<td>No class</td>
<td>(R) ch. 7-16 (**ch. 7)</td>
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<td>Oct. 20</td>
<td>Spotlight: samurai</td>
<td>(R) ch. 17-20 (**ch. 20)</td>
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<td>Oct. 22</td>
<td>Other icons</td>
<td>(R) ch. 21-25</td>
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<td>Oct. 27</td>
<td>On Rowland</td>
<td>(R) ch. 26-30</td>
<td>Take-home quiz 2</td>
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<td>Oct. 29</td>
<td>Surprise!</td>
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<td>Nov. 3</td>
<td>“The Encounter”</td>
<td>(H) ch. 7</td>
<td>Question-set 7</td>
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<td>Nov. 5</td>
<td>“Westernization”</td>
<td>(H) ch. 8</td>
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<td>Nov. 10</td>
<td>“The Dark Valley”</td>
<td>(H) ch. 9</td>
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<td>(H) ch. 10</td>
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<td>Nov. 17</td>
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<td>(H) ch. 11</td>
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<td>Nov. 19</td>
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<td>(EH) ch. 1-4</td>
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<td>Nov. 24</td>
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<td>(EH) ch. 5-9</td>
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<td>Dec. 1</td>
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<td>(EH) ch. 10-15</td>
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<td>Surprise!</td>
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<td>Dec. 8</td>
<td>Post-war China</td>
<td>(H) ch. 12</td>
<td>Make-up quest’n-set</td>
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<td>Global Asia</td>
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<td>Dec. 15</td>
<td>Wrap-up</td>
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<td>Dec. 23</td>
<td>Take-home final exam</td>
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*Take-home final exam due in D2L by 10:05am*