

ANS 378 – W Spring 2012
Senior Seminar in Asian Studies
M 4-7 p.m.
Meyerson Conference Room WCH 4.118

Dr. C.M. Lai (Léi 雷)
cmlai@austin.utexas.edu
475-6054
WCH 5.112

Office Hours: Mondays and Wednesdays 2-3:30 p.m.

Prerequisites – Completion of at least 90 hours of semester coursework, including at least 12 semester hours of upper-division coursework in Asian Studies and an Asian language.

Seminar Topic: Let Me Tell You About “Asia” – Cultural Outsider
Perceptions of Asia in Memoirs and Travelogues

Course Description

The focus of this senior seminar is on “perceptions of Asia” as addressed in greater literature originally written in English (with a few exceptions), especially in the genres of memoirs, travelogues, and fiction, dating from as early as the writings of Marco Polo up to works published in contemporary America. Works selected for the seminar are to be read and discussed within the broad context of “travel literature” by visitors to Asia – travelers that include missionaries, colonizers, journalists, scholars, students, and tourists. Through a sampling of these selected works, a main focus will be on the approach to the concept of “Asianness” in the distant and recent past as treated from the perspective of a “cultural outsider.”

Some major concepts and themes that emerge from these works concern Asian stereotypes, self-discovery and cultural identity formation, and exoticization of Asia and all things Asian (or “Oriental”). We will pose open-ended questions about these perceptions of Asia not as literary critics, but rather more as readers, or as fellow travelers to Asia. Thus, the course focus will be on primary, rather than secondary, sources and materials. Students will choose from the selected works below for oral panel presentations, leading class discussion, which in turn will form a focus for essays.

Statement on Global Cultures and Writing Flags:

Global Cultures: This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Writing: This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

Course Grade Based On:

- I. 10% *Class discussion, leading in-class discussions, in-class and online discussion and class “preparedness.” (informal writing)*
- II. 70% *Critical and Analytical Writing* (Discussion Questions, 2 papers, 1 revision, 1 short exercise)
- III. 5% *One Oral Panel Presentation*
- IV. 10% *Oral Comprehensive “Defense”* (Exam)
- V. 5% *Travelogue or Memoir Writing*

Required Texts:

Ronald Latham, trans. *Marco Polo, The Travels* (Penguin 1958)

Stephanie Elizondo Griest, *Around the Bloc – My Life in Moscow, Beijing, and Havana* (Villard, 2004)

Peter Hessler, *River Town – Two Years on the Yangtze* (Harper, 2001)

Anthony Weston, *A Rulebook for Arguments*; 4th ed. (Hackett, 2008)

Recommended:

Wayne C. Booth *et al.* *The Craft of Research* (3rd ed.; Chicago 2008)

Julia Crane *et al.*, *Field Projects in Anthropology – A Student Handbook* (Waveland, 1992)

See BB/Course Docs/Introduction for other sources on research and writing

Required For Oral Presentations and Papers*

**Selected chapters available on Blackboard/Course Documents*

Wayne C. Booth *et al.* *The Craft of Research* (excerpt)

Julia Crane *et al.*, *Field Projects in Anthropology – A Student Handbook* (excerpt)

John Van Maanen, *Tales of the Field – On Writing Ethnography*

Anthony Weston, *A Rulebook for Arguments*; 4th ed. (not available on BB)

Section I – The Early Explorers

***Assigned reading for class discussion in bold**

Engelbert Kaempfer, *Kaempfer’s Japan: Tokugawa Culture Observed* (trans. Beatrice Bodart-Bailey)

Ronald Latham, trans. *Marco Polo, The Travels*

Jonathan D. Spence, *The Memory Palace of Matteo Ricci*

Section II – The Travelogue Adventurers

***Assigned reading for class discussion in bold**

J.R. Ackerley, *Hindoo Holiday: An Indian Journal*

Isabella Bird, *Unbeaten Tracks in Japan*

Isabella Bird, *Korea and Her Neighbors*

Heinrich Harrer, *Seven Years in Tibet*

David Mura, *Turning Japanese: Memoirs of a Sansei* (1990; Grove 2005)

Orville Schell, *In the Peoples Republic – An American’s Firsthand View of Living and Working in China*

Janwillem van de Wetering, *The Empty Mirror – Experiences in a Japanese Zen*

Monastery

Akiko Yosano, *Travels in Manchuria and Mongolia* (trans. Joshua Fogel)

Section III – The Contemporary Traveler

***Assigned reading for class discussion in bold**

Fuchsia Dunlop, *Shark's Fin and Sichuan Pepper – A Sweet-Sour Memoir of Eating in China*

Rob Gifford, *China Road – A Journey into the Future of a Rising Power*

Stephanie Elizondo Griest, *Around the Bloc – My Life in Moscow, Beijing, and Havana*

Heinrich Harrer, *Return to Tibet*

John Hersey, *Hiroshima*

Peter Hessler, *River Town – Two Years on the Yangtze*

Bill Holm, *Coming Home Crazy – An Alphabet of China Essays*

James O'Reilly et al. eds. *Travelers' Tales: Hong Kong – including Macau and Southern China*

Paisley Rekdal, *The Night My Mother Met Bruce Lee – Observations on Not Fitting In*

Michael Shapiro, *The Shadow in the Sun: A Korean Year of Love and Sorrow*

Tim Ward, *What the Buddha Never Taught*

COURSE EXPECTATIONS

- **This course will be graded on the Plus/Minus system.**
- *No assignments will be accepted after the last day of term 5/4/12. Your final course grade will be based on work completed up to this date.*
- There is no written final exam for this course.
- **Laptop and Electronic Device Use Policy** – Classroom Laptop and other electronic device use for taking notes and reading of downloaded files related to this course only. **Periodic submission of class notes may be required.** Please download the Laptop/Electronic Use Form (See Blackboard/Syllabus) if you are planning on using a laptop or other electronic devices (iPad, Kindle) in class for reading and “notetaking.” Laptop and other electronic device activities unrelated to this course will lead to dismissal from class (and marked as an absence for that day). **Repeat offenders will result in a filing of a report of academic problems.**
- **Other Electronic Devices (Cell phone, Blackberry, iPhone, etc.) Use Policy** – **All devices must be turned off during class.** Any use of these devices, including texting, websurfing, etc. will lead to dismissal from class (and marked as an absence for that day). **Repeat offenders will result in a filing of a report of academic problems.**
- There is a class attendance policy for this course. Attendance is vital for success in this course and class discussion is at the core of this capstone seminar.

***ATTENDANCE POLICY – After 1 absence (excused or unexcused), your final class discussion grade will be deducted a full grade, and a half grade for each additional absence. More than 8 absences will result in a failing grade for the course. (Extenuating circumstances will be taken into consideration in consultation with the Office of the Dean of Students.)**

Religious Holidays – Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time **after** the absence. It is the policy of The University of Texas at Austin that **you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent** to observe a religious holy day.

I. Class and online discussion, participation and “preparedness.” (10%)

Discussion is essential for an understanding and appreciation of the literature. Both verbal and written forms of expression are emphasized in this course. You may be called upon to be lead discussant -- be prepared to lead with discussion questions and/or observations for each class session. Always come to class with at least two observations to contribute to discussion.

- *Informal Writing* *There is no make-up for in-class informal writing.

Informal “free-writing” and “list-writing” will jumpstart many discussions. I strongly encourage you to be on time for class as some of the informal writing will take place at the beginning of class for only a few minutes; some of informal writing will continue online on Blackboard. These will be collected and read and assigned points to be tabulated toward your class discussion grade.

II. Writing – Critical and Analytical Writing, Discussion Questions (70%)

The reading of literature is incomplete without the writing about one’s understanding of the literature at a given moment. In this course, we will be engaged in critical thinking and writing about literature; in addition to informal writing in class and online, there will be formal writing assignments. We will also work on rethinking and revising prior written submitted work.

On matters of research and exploration of topics, I encourage you to make use of the UT library, including resources tailored for undergraduate students.

Website: <http://www.lib.utexas.edu/students/>

On matters of writing at any stage, I encourage you to consult with me and/or make use of the University’s Writing Center.

Website: <http://www.utexas.edu/cola/centers/uwc>

- *Reading and Discussion Questions – Weekly Response Writings (30%)*

Submit Response Writings in .doc or .docx files as an attachment on Blackboard under Assignments. Allow for technical problems and wait time in meeting the deadline. All assignments due Fridays at 11:59 p.m. There is no make-up for Reading and Discussion Questions (DQ). Late submissions will not be accepted for credit.

Each DQ response is worth 10 points. There is no make-up of Reading/Discussion Questions but your lowest score (including 0 for one missed) will be dropped in the final tabulation of your average.

Formulated “Discussions Questions” based on the material covered in class and class discussion will be posted by Tuesday on BB/Assignments, with your “response

writings” due Friday on Blackboard/Assignments. You will be expected to develop these discussion questions into concise but thoughtful responses (attached doc or docx files, between 1-2 pages, typed, double-space). You should not be exhaustive or comprehensive in scope. You are not expected to conduct additional research but, if relevant, you may refer to your individual presentation and paper research.

Some questions will be factually based, some will be geared toward your response to the lecture and readings, with an eye toward your individual papers. These discussion question responses are exercises in applying the approaches from *A Rulebook for Arguments*. These are exercises in developing critical thinking and formulating your ideas and observations, with the expectation that some of these components will evolve into refined components of your papers. (See below) I would like you to regard all informal writing as ongoing drafts, therefore you are NOT expected to focus on WRITTEN PRESENTATION (organization, clarity, usage of English) nor to have formal introductions or conclusions. Rather, the focus is on thinking, analysis, and brainstorming in written form, and evaluation will be based on CONTENT.

- *Critical Thinking and Writing, Formal Writing (40%)*

Submit a .doc or .docx file (double space) on Blackboard under Assignments. Allow for technical problems and wait time in meeting the deadline. All assignments are due at 11:59 p.m. of due date.

- Weston, *Rulebook for Arguments*, Ch I and II “Short Arguments”
- Weston, *Rulebook for Arguments*, Ch III “Arguments by Analogy”
- Weston, *Rulebook for Arguments*, Ch VIII “Argumentative Essays”

WRITTEN ASSIGNMENTS DUE DATES:

Short Argument Ethnography Exercise (2 pages) due Week 4 (2/10)* (5%)
“Argument by Analogy” Paper 1 (4-5 pages, with Citation) due Week 8 (3/9) (15%)
Revision of DQ for Oral Comprehensive Defense (2-3 pages) due Week 13 (4/13)*(5%)
“Argumentative Essay” Paper 2 (5-6 pages, with Citation) due Week 14 (4/20) (15%)

***No late submissions accepted for these assignments**

Analytical and critical thinking with cultural contexts will be the focus for these papers. Develop your observations and ideas into a thoughtful review of the literature, appending relevant ideas, interpretations, information, etc. from lectures, background reading, and some additional research. View this critique as a point of thoughtful and analytical departure, rather than as a block of mere description. Support your observations and analysis with specific examples from the texts. How you define the parameters of this framework is up to you, and should reflect you in voice and in taste.

I look to your papers to reflect thoughtful observations and clear analysis regarding your chosen theme or themes; incorporate relevant ideas and works from background reading, in-class and online discussion, and lectures; and last but not least, to reflect something of your interest and inspiration as a reader of literature.

Citation required. Citation formatting guidelines are posted under Blackboard (See Course Documents.) Acceptable styles: APA, Chicago, MLA. There will be ample

opportunity to work on citation in this course. **Plagiarism will not be tolerated and consequences will include failure of assignment and may lead to failure of the course. Serious breaches of academic integrity will be reported.**

I expect you to proof your work carefully and to hand in final essays with minimal errors in spelling, punctuation, and grammar. Each paper will be assessed two separate grades, equally evaluated on the following:

- Content** Discussion of topic (including assimilation of additional research, background reading, discussion, lectures), expression of ideas and opinions, observations, etc. (Weston)
- Written Presentation** Organization, clarity of expression of ideas and opinions, proper usage of English (mechanics of spelling, punctuation, grammar)

III. Oral Panel Presentation (5%)

- **ONE** Powerpoint Presentation and Lead Discussant work on your selected Paper topic (15-20 minute presentations/discussion, depending on class size).
- See Weston, *Rulebook for Arguments*, Ch IX “Oral Arguments”
- Please sign up for a presentation for Week 8 Section II (The Travelogue Adventurers) OR for Week 14 Section III (The Contemporary Traveler).
- Sign up on BB/Communication/Groups
- See Oral Presentation Guidelines on Blackboard.
- There is no make-up of missed presentations

The process of preparing an oral presentation of one’s ideas is an integral part of developing ideas and refining observations. A prepared oral presentation is an excellent exercise in abstracting the essence of one’s ideas, basically “getting to the point,” and supporting one’s point with meaningful examples. The process in preparing the oral presentation is also designed to assist you in the refining stages of your paper. Your presentation/lead discussant work should be based on the main focus of your paper.

Your presentation will be evaluated on **Content and Oral Presentation**. You will be assessed on oratory skills, for a well-spoken and well-timed presentation will greatly contribute to a communication of your ideas. As well, oral presentations are always good practice for something you will be called upon to do at some point in your life and career, long after you leave the classroom.

Content Discussion of topic (including assimilation of additional research, other readings from the Section, discussion, lectures), expression of ideas and opinions, observations, etc. (Weston)

Oral Presentation Organization, clarity of expression of ideas and opinions; “mechanics” of presentation (within time limit, articulate delivery of presentation), effective use of Powerpoint presentation

IV. Oral Comprehensive “Defense” (Exam) (10%)

- The Oral Comprehensive Defense in Week 15 includes a revision of ONE DQ and questions on your Papers 1 and 2. (In groups of 3-5 students)
- Week 13 Friday 4/13 11:59 p.m. Due on BB/Assignments: Preparation for Oral Comprehensive Defense, REVISE a prior DQ in discussion (compare/contrast) of *Around the Bloc* (2-3 pages). No late submission accepted for credit.
- See Weston, *Rulebook for Arguments*, Ch IX “Oral Arguments”
- There is no make-up for missed interviews.

The oral defense is designed to demonstrate your comprehensive understanding of the materials covered in the course. Your defense will include a concise defense of your revision of a prior Reading and Discussion Question in discussion of *Around the Bloc* by UT alum, Stephanie Elizondo Griest. Each student in the interview group will have an opportunity to defend their point and to answer questions about their Papers 1 and 2. There will be opportunity to engage in friendly debate, and to defend and support a point raised in your discussion. Guidelines and Review questions will be handed out prior to Week 15.

- You will be equally evaluated on the following:

Content Quality discussion of topic (including assimilation of lectures, required reading, discussion), judicious reference to additional reading, expression of ideas and opinions, observations, etc. (Weston)

Oral Presentation Clarity of expression of ideas and opinions, effective use of allotted interview time

V. Travelogue or Memoir (5%)

One piece (minimum 5 pages, maximum 10 pages, double-space .doc or .docx format) – A personally written “excerpt” of a travelogue, memoir or a series of travel journal entries.

- Evaluated CR/NC. No late assignments accepted for credit.
- Due Week 15 Friday 4/27 by 11:59 p.m. on BB on Discussion Board.
- Your travelogue or memoir will be shared and discussed Week 16

The reading of travel and memoir literature is incomplete without the appreciation of the medium itself, and this appreciation is an incomplete experience without creating one’s own voice. In this assignment, I would like you to go beyond being the audience and adopt the voice of the “cultural outsider.” The only restriction is to stay within the geopolitical and cultural parameters of “Asia.”

SCHEDULE OUTLINE

- Readings (except for *Rulebook for Arguments*) on BB/Course Documents
- For Oral Presentations and Papers, see other Readings in each Section on BB/Course Docs
- Sign up for an Oral Presentation in Week 8 OR Week 14 on BB/Groups
- Reading and Discussion Questions (DQ) responses (1-2 pages) due Fridays; no late submissions accepted. Lowest score (including 0 for missed DQ) dropped in final average
- The Oral Comprehensive Defense in Week 15 includes a revision of ONE DQ and questions on your Papers 1 and 2. There is no written final exam.
- No assignments accepted after last day of term 5/4/12

INTRODUCTION

Week 1-2 (1/25) Critical Thinking and Writing, and other Academic Practices

- Reading:* Booth, *Craft of Research*, Ch 3
Weston, *Rulebook for Arguments*, Ch I and II
- Classification of “Tales” – On writing about culture**
- Reading:* Van Maanen, *Tales of the Field – On Writing Ethnography*
Handout – Literary Analysis Focus Points / Classification of Tales
- The “Cultural Outsider” and the “Participant Observer”**
- Reading:* Crane, *Field Projects in Anthropology*, Project 5

SECTION I – THE EARLY EXPLORERS: THE “REALIST TALE”

Week 3 (1/30) Marco Polo, *The Travels*

Week 4 (2/6) Kaempfer, *Kaempfer’s Japan*

- | |
|--|
| <ul style="list-style-type: none">• Friday 2/10 11:59 p.m. Due on Blackboard/Assignments: “Short Argument” Exercise (2 pages) on Marco Polo and Kaempfer as “participant observers” |
| <ul style="list-style-type: none">• No late assignments accepted |
| <ul style="list-style-type: none">• Weston, <i>Rulebook for Arguments</i>, Ch. I “Short Arguments” |

SECTION II – THE TRAVELOGUE ADVENTURERS: THE “REALIST TALE” WITH CONFESSIONAL AND IMPRESSIONIST ELEMENTS

- *Sign up on BB/Groups for Oral Presentation in Week 8 OR Week 14*
- **Weston, *Rulebook for Arguments*, Ch III “Arguments by Analogy”**

Week 5 (2/13) Bird, *Unbeaten Tracks in Japan*

- **Friday 2/17 11:59 p.m. Due on BB/Assignments: DQ 1 (1-2 pages)**

Week 6 (2/20) Harrer, *Seven Years in Tibet*

- **Friday 2/24 11:59 p.m. Due on BB/Assignments: DQ 2 (1-2 pages)**

Week 7 (2/27) Schell, *In the People’s Republic*

- **Friday 3/2 11:59 p.m. Due on BB/Assignments: DQ 3 (1-2 pages)**

Week 8 (3/5) Oral Presentations – The Travelogue Adventurer

- Weston, *Rulebook for Arguments*, Ch IX “Oral Arguments”

• Friday 3/9 11:59 p.m. Due on BB/Assignments: “Arguments by Analogy” Paper 1 (4-5 pages)
• Late submissions deducted a full grade for each day past the due date
• Weston, <i>Rulebook for Arguments</i>, Ch III “Arguments by Analogy”

Week 9 (3/12) Spring Break – no classes

SECTION III – THE CONTEMPORARY TRAVELER: THE HYBRID TALE

- Weston, *Rulebook for Arguments*, Ch VIII “Argumentative Essays”

Week 10 (3/19) Holm, *Coming Home Crazy*

- **Friday 3/23 11:59 p.m. Due on BB/Assignments: DQ 4 (1-2 pages)**

Week 11 (3/26) Hessler, *River Town*

- **Friday 3/30 11:59 p.m. Due on BB/Assignments: DQ 5 (1-2 pages)**

Week 12 (4/2) Rekdal, *The Night My Mother Met Bruce Lee*

- **Friday 4/6 11:59 p.m. Due on BB/Assignments: DQ 6 (1-2 pages)**

Week 13 (4/9) Griest, *Around the Bloc*

Friday 4/13 11:59 p.m. Due on BB/Assignments: Preparation for Oral Comprehensive Defense, REVISE a prior DQ in discussion (compare/contrast) of *Around the Bloc* (2-3 pages)

Week 14 (4/16) Oral Presentations – The Contemporary Traveler

- Weston, *Rulebook for Arguments*, Ch IX “Oral Arguments”

• Friday 4/20 11:59 p.m. Due on BB/Assignments: “Argumentative Essay” Paper 2 (5-6 pages)
• Late submissions deducted a full grade for each day past the due date
• Weston, <i>Rulebook for Arguments</i>, Ch VIII “Argumentative Essays”

Week 15 (4/23) Oral Comprehensive “Defense” – Questions on Papers 1-2; Defend Revised DQ (in groups of 3-5 students) – to be scheduled

- Weston, *Rulebook for Arguments*, Ch IX “Oral Arguments”

• Friday 4/27 11:59 p.m. Due on BB/Discussion Board: Travelogue/Memoir
• No late assignments accepted

Week 16 (4/30) Discussion of your “Travelogue/Memoir”

Use of Blackboard

This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course. Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys.

You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notifications of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are **not** an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date.

Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 a.m. to 6 p.m., so plan accordingly.

The UT Library

The UT Library offers resource help and many services. The following link is for Undergraduate Students:
Website: <http://www.lib.utexas.edu/students/>

The Undergraduate Writing Center

The Undergraduate Writing Center provides individual, professional advice on all aspects of writing to UT undergraduates on a drop-in basis or by appointment. Location: Flawn Academic Center 211, 471-6222.

Writer's Advice Line: free and open to everyone.

Email your brief query or call at 475-VERB.

Website: <http://www.utexas.edu/cola/centers/uwc>

IMPORTANT INFORMATION ON UNIVERSITY POLICIES

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

University Electronic Mail Notification Policy

(Use of E-mail for Official Correspondence to Students)

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. Note: if you are an employee of the University, your e-mail address in Blackboard is your employee address.

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. See Website below for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>