

*Syllabus–Winter Quarter 2012 (January 4–March 16)*  
*Department of Anthropology*  
*Central Washington University*

**ANTH 344: CULTURES OF ASIA**  
(Monday-Thursday 9:00-9:50, Dean Hall 113)

**INSTRUCTOR:** Penglin Wang, Ph.D.  
Dean Hall 353, 963-3217, wangp@cwu.edu  
Office hours: 10:00-10:50 Monday-Thursday, and by appointment

**COURSE DESCRIPTION**

People today have come increasingly to feel that Asia is so important to this nation and in the modern world that a good college education should give some knowledge of Asian cultures as well as Western cultures. Consequently, courses on Asia are being offered at college level in many American universities. This course is designed for the students to gain the basics of cultural and ethnic diversity in Asia with an emphasis on East Asia. From this perspective there are three parts in this course. It is the instructor's goal that this course will bring Asia more closely in the fabric of students' knowledge and career pursuit.

**(1)** In this part we first talk about geographic divisions and cultural regions in Asia, and then we explore various dimensions of cultural construction and ethnic identity and evaluate their relationship to development processes in the Asia regions. The proposed topics will provide useful information and analysis for those students who are interested in anthropology, Asian studies, ethnic studies, political science, sociology, and geography. This part has one objective: to demonstrate that the student has acquired a general knowledge of Asia and a considerable understanding of Asian studies.

**(2)** In this part we deal with East Asia from the perspectives of general cultural patterns and ethnicity as well as economic developments. While providing the background in the historical context as well as comparative reference to related countries including Japan, Korea, and China, we have such topics as culturalism, modernity, and internationalism in Japan, constructing and deconstructing Koreanness, and the factors forming multi-ethnic state and underlying economic development in China.

**(3)** This part is concerned with Inner/Central Asia. From earliest times Inner/Central Asia has linked and separated the great sedentary civilizations of Asia and Europe. In the pre-modern period it was definable more as a cultural than a geographical entity, its frontier shifting according to the changing balances of power. After the collapse of the Soviet Union there emerged a number of independent countries in the region, which attract intensive attention of international strategists. We focus on transformation of Central Asian identities under modernization and globalization in the post-Soviet era.

## COURSE OBJECTIVES

At the end of this course the successful student will be able to:

- Describe general situation of Asia, especially East Asia and Inner/ Central Asia.
- Demonstrate knowledge about Asian cultural regions and about cultural/ethnic diversity as well as identity issues in Asia.
- Obtain concepts and tools for explaining the patterns of interethnic relations through what happened and what is going on in multiethnic nations in Asia.
- Categorize how important Asia is in the modern world.

## GRADING POLICY & COURSE REQUIREMENTS

The students will be able to demonstrate their learning outcomes in written exams and a classroom presentation. Course grades will be based upon two midterm exams, a final exam, and a classroom presentation on countries or ethnic groups in Asia. The point breakdown is:

Exam 1	100 (25%)
Exam 2	100 (25%)
Exam 3 (final)	100 (25%)
Attendance	60 (15%)
<u>Classroom presentation</u>	<u>40 (10%)</u>
Total	400 (100%)

The exams may be composed of matching, true/false, multiple choices, multiple answers, fill in the blank, short answers and/or essay questions taken from the lectures and/or texts/readings. Each student will be expected to complete an ethnographic research project on countries or ethnic groups in Central, East, and South Asia. Possible contents of the project include (but are not limited to) what geopolitical and cultural role the country plays in the region, where it is located, what language(s) and writing system it uses, what population it has, and how it is culturally and ethnologically classified. Students will be required to present a 10 minute class report on their research project in last five weeks. The classroom presentation schedule has been a classic problem in my past quarters. Few students wanted to go earlier, and many students liked to postpone their presentation. Given this difficult situation, I will implement a policy in this course: If no students voluntarily sign up for early presentation, the instructor will simply follow the alphabetical order of the students' last names. Please be aware of this policy and, especially those students whose last name starts with A, B, E, D, E, F, and G, be prepared to give your presentation on time.

Please note that the instructor will possibly arrange for the students to have online exams in Blackboard. However, an online exam does not mean easy work. If you are unfamiliar with Blackboard it may take the first week to get the hang of it, but it is designed for those of us who are not naturally technologically inclined. Particularly, before taking online test please read the following *Test Taking Tips for Blackboard* carefully and thoroughly [http://www.cwu.edu/~media/cwuonline/stututorials/student\\_test\\_taking.pdf](http://www.cwu.edu/~media/cwuonline/stututorials/student_test_taking.pdf). If students are having technological difficulties, it is best not to waste valuable time trying to figure it out, but ask for technical support ([bbhelp@cwu.edu](mailto:bbhelp@cwu.edu), 509-963-1224~1221).

Make-up exams will be given only under the most compelling circumstances and the instructor must be notified well before the scheduled date. To be fair to those who follow the established exam schedules, except in the most compelling circumstances, the instructor reserves the right to penalize the late and early exam takers up to 20% out of the total graded score per day. No exam can be retaken.

Students are strongly advised to read the section on ‘Student Conduct Code’ in the university’s *Undergraduate / Graduate Catalog*. Courtesy and respect is expected of all students. Disruptive and dishonest conduct cannot be tolerated and may be penalized at the instructor’s discretion. Disruptive and dishonest conduct includes but is not limited to: uninformed early exit, chronic tardiness, personal conversations, and cheating (the copying from another’s work during a test and project or use of unauthorized materials).

### TEXTBOOKS (AND READINGS)

Work on Asia at the advanced level has been sufficiently widespread to produce a considerable demand for suitable textbooks and has been going on long enough to motivate a number of competent scholars to write them. However, for the courses on Asia as a whole it is much harder to find suitable textbooks simply because a textbook at this level is difficult to write due to the enormous cultural diversity in Asia. For this quarter I have chosen the following two textbooks:

- Gladney, Dru C. ed. 1998. *Making Majorities: Constituting the Nation in Japan, Korea, China, Malaysia, Fiji, Turkey, and the United States*. Stanford: Stanford University Press.
- Rossabi, Morris. ed. 2004. *Governing China’s Multiethnic Frontiers*. Seattle: University of Washington Press.

In addition, I have selected the following readings:

- Befu, Harumi. Geopolitics, geoeconomics, and the Japanese identity.
- Hanihara, Kazuro. Biological affinities of the Japanese population. (Both articles are from *Japanese Identity: Cultural Analyses*, edited by Peter Nosco. Denver: Center for Japan Studies [distributed by University of California Press], 1997).

Please be advised that some lectures may feature topics not covered in these textbooks and readings.

### SELECTED BIBLIOGRAPHY (OPTIONAL)

The following texts may be useful and particularly of interest to the students who wish to pursue their study in Chinese and Japanese studies:

- Beall, Cynthia M. and Melvyn C. Goldstein. 1990. *Nomads of Western Tibet: The Survival of a Way of Life*. Berkeley: University of California Press.
- Bulag, Uradyn E. 1998. *Nationalism and Hybridity in Mongolia*. Oxford: Oxford University Press.
- Dikötter, Frank. 1992. *The Discourse of Race in Modern China*. Stanford: Stanford University Press.

- Gladney, Dru C. 1991. *Muslim Chinese: Ethnic Nationalism in the People's Republic*. Cambridge: Harvard University Press.
- Heberer, Thomas. 1989. *China and Its National Minorities, Autonomy or Assimilation?* Armonk: M. E. Sharper.
- Khazanov, A. M. 1994. *Nomads and the Outside World*. 2<sup>nd</sup> edition. Madison: The University of Wisconsin Press.
- Mackerras, Colin. 1994. *China's Minorities*. Hong Kong: Oxford University Press.
- Mackerras, Colin. 1995. *China's Minority Cultures*. New York: St. Martin's Press.
- Olcott, Martha Brill. 1996. *Central Asia's New States: Independence, Foreign Policy, and Regional Security*. Washington, DC: United States Institute of Peace Press.
- Roy, Olivier. 2000. *The New Central Asia: The Creation of Nations*. New York: New York University Press.
- Schwarz, Henry G. 1984. *The Minorities of Northern China: A Survey*. Bellingham: Western Washington.
- Tu Wei-ming, ed. 1994. *The Living Tree: The Changing Meaning of Being Chinese Today*, Stanford: Stanford University Press.
- Yoshino, Kosaku. 1992. *Cultural Nationalism in Contemporary Japan: A Sociological Enquiry*. London: Routledge.

#### SCHEDULE OF TOPICS AND EXAMINATIONS

The class will be conducted as a basic lecture course with audiovisual sessions. We will have an in-class viewing of a video or movie from time to time if we are successful in having suitable ones.

Week I, January 4-5 (or to be stretched over to the next week). Course introduction; general introduction to and geographic divisions and economic development in Asia. Read Gladney, chapter 1.

Week II, January 9-12. Cultural regions. Read Rossabi, chapter 1.

Week III, January 17-19 (no lecture on January 16, Monday, Martin Luther King Jr. Day). Cultural constructions and ethnic identities. Read Rossabi, chapter 1.

#### **Exam 1: 9:00 am-9:50 am, Monday, January 23.**

Week IV, January 24-26. Japanese identity. Read Befu and Hanihara.

Week V, January 30-February 2. Japaneseness. Read Gladney, chapter 1.

Week VI, February 6-9. Japaneseness (cont'd). Read Gladney, chapter 2.

Week VII, February 13-16. Formation of multi-ethnic state and ethnic relations in China. Read Rossabi, chapters 1 & 2.

**Exam 2: 9:00 am-9:50 am, Tuesday, February 21** (no lecture on February 20, Monday, Presidents' Day).

Week VIII, February 22-23. China's nationality policy, ethnic makeup and ethnic geography in China, major ethnic groups, ethnic identification, the process and criteria of ethnic identification, significance and limitation, why no longer ethnic identification? Read Gladney, chapter 6 and Rossabi, chapters 3, 4, & 6.

Week IX, February 27-March 1. Koreanness. Read Gladney, chapters 3 & 4.

Week X, March 5-8. Cultural construction and ethnic situations in Central/Inner Asia. Read Gladney, chapters 11-12.

**Final exam is scheduled by the registration (to be announced in SAFARI).**

**Students with special needs:** Students who qualify for specific accommodations under the American with Disabilities Act (ADA) should notify the instructor before class begins to allow for planning of accommodations. It is the student's responsibility to inform the instructor of his/her needs and to provide the necessary documentation to the director of the Disability Support Services before any accommodation can be made.

**Changes to the syllabus:** The schedule and proceedings in this syllabus are subject to change in the event of extenuating circumstances.