

## HRS 071: Arts and Ideas of Asia: Medieval to Modern

### Spring 2007

Instructor: Sujatha Moni

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Office Hrs.: Tues&Thurs: 10.30 to 12.00 p.m. at Alpine 157

### Course Description

Introduction to the cultural history of late medieval and modern Asia incorporating examples of art, literature, philosophy, and religion, providing a survey of China, India, and several other distinct cultures of the areas surrounding them--especially Japan. Topics covered include cultural, historical, and political factors contributing to our understanding of Asian societies, their encounters with Western Imperialism, the rise of nationalism, women's roles within society, the cultural place of food, and Asian Immigrant identities.

### Required Readings

1. G. L. Anderson, *Masterpieces of the Orient*
  2. Murasaki Shikibu, *The Tale of Genji*
  3. Girish Karnad, *The Dreams of Tipu Sultan*
  4. Tom Stoppard, *Indian Ink*
  5. Tagore, *The Home and the World*
  6. Aihwa Ong, *Bewitching Women, Pious Men*
  7. Essays and Articles available on **Electronic Reserve, Locus** and at the **Reserve Desk** of the CSUS Library. In order to access these required materials on-line at the library website, you must have a valid saclink account.
- All the Required books are available at Hornet Bookstore.

### Course Requirements

1. 15% in-class Oral report on any required reading or film of your choice.
2. 25% in-class Mid-term.
3. 25% take-home written Assignment-I, due around the middle of the semester.
4. 25% take-home Assignment II, due on the last day of class.
5. 10% Attendance. If you have more than **four** "excused" absences, you will risk failing the course.
6. Both the take-home assignments should be minimum **3 full pages** and maximum 4-pages long, typed and double-spaced, in 12-point font with 1" margins all-around.
7. **All the above course requirements must be completed in order to receive a passing grade for the course.**

### Oral Reports

All Oral Reports will be at the beginning of each reading. They should be minimum **5 minutes and maximum 10 minutes long**. The aim of this exercise is to help students develop strategies of engagement with the text. Students should be able to effectively extract information from the text, and communicate the arguments presented in a clear, logical and understandable format. **Presentations should move beyond summarizing the readings. They**

**should identify and explain the main themes/arguments presented; the theoretical implications of the issues discussed; and the comparisons that could be made with other readings from the class.** Presentations will be graded on the basis of completeness, accuracy, clarity, and complexity of issues and arguments presented. While you are allowed to use notes, desist from reading the entire presentation.

The following is the Grading Rubric for Oral Reports:

- A A presentation in this category will successfully address specific issues raised by the text, discuss their significance and how they contribute to the on-going debates/discussions in this class. It will provide a **complex critical analysis** of these issues, draw relevant comparisons with other class readings, and provide **relevant** additional information (such as background information, definitions, pictures or other visuals, etc). The presentation should raise the level of intellectual discussions on the text. It will be coherent and well-organized, and will enable better comprehension of the text.
- B A presentation in this category will discuss specific issues within the text, their interpretation and some significance. It will be well organized and coherent. It will attempt some comparisons with other class readings. The presentation should enable better comprehension of the text.
- C A presentation in this category will identify some of the issues raised by the text and try to interpret them. It will attempt to be coherent and organized. It may not rise beyond the level of summary or interpretation.
- D A presentation in this category includes major misinterpretations of the text, fails to make relevant connections, and does not reflect preparation or organization.

**Plagiarism is a serious offense and results in an 'F' as final grade for the course.** Students found guilty of plagiarism can be suspended or expelled from the university. For statement of university policy on Academic Dishonesty see <http://www.csus.edu/schedule/additi.htm#ACAD>

**Students with documented disability and verification from SSWD, should contact me as soon as possible for academic accommodations.**

## Schedule

(subject to minor alterations with adequate prior notice)

### Literature, History, Culture

- Jan 29  
Mon Introduction to Asian Cultures and Societies
- Jan 31 **China:** from *Masterpieces of the Orient*, pages 477 to 508
- Feb 5  
Mon Continue Masterpieces 508 to 556  
Film: *Rise of the Dragon*
- Feb 7 **Japan:** “Japanese in the West Coast” from *Asian American Studies: A*  
Film: *Japan: The Land of the Rising Sun*
- Feb 12  
Mon *Masterpieces* pages 659 to 690  
Also refer to “The Female Entertainment Tradition in Medieval Japan”  
from *Performing Feminisms* (Library Electronic Reserve)
- Feb 14 **India:** Karnad, *Dreams of Tipu Sultan*
- Feb 19  
Mon Continue *Dreams of Tipu Sultan*  
Read from <http://www.nationalgalleries.org/tipu/index.htm>:  
1. Tiger; 2. Tipu Biography; and 5. India
- Feb 21 Said, “Introduction” from *Orientalism*, (Electronic Reserve)
- Feb 26  
Mon **Mid-term: In-class Exam**

### Western Influences and State formation

- Feb 28 Stoppard, *Indian Ink*  
Vijay Prashad, “Of the Mysterious East” from *Karma of Brown Folk*  
(Electronic Reserve)
- March 5  
Mon Continue *Indian Ink*  
Homi Bhabha, “Of Mimicry and Man” from *Location of Culture*  
(Electronic Reserve)
- March 7 Read *Sources of Chinese Tradition* – p.198 to 218; p. 233 to 249  
(Electronic Reserve)
- March 12  
Mon Continue *Sources of Chinese Tradition* from p. 314 to 319; p. 352 to 356  
p. 392 to 414 (Electronic Reserve)

March 14 "The Red Lantern" from *Masterpieces*, pages 557 to 592

March 19 Tagore, *Home and the World* – Read upto p. 84

March 21 Continue *Home and the World* – Read upto p. 142

March 26 to April 1 **Spring Break**

April 2 Continue *Home and the World* – Read to the end  
Mon Read Chatterjee, "Women and the Nation" from *The Nation and its Fragments* (Electronic Reserve)

April 4 Japanese Short Stories: "Rashomon" and "In a Grove" from *Masterpieces*  
**Assignment I due**

April 9 Film: Kurasawa, *Rashomon*  
Mon

April 11 Continue Film, followed by discussion of film and stories

April 16 **Modern South East Asia:** Read Ong, *Bewitching Women, Pious Men* –  
Introduction, Chapters 1 & 2 (p.1 to 51)

Mon

April 18 Continue Ong – Chapters 5 & 6 (p.159 to 215)

April 23 Continue Ong – Chapters 8 & 9 (p.244 to 298)  
Mon

### **Eating Culture**

April 25 Barbas, "'I'll Take Chop Suey': Restaurants as Agents of Culinary and Cultural Change" from *Journal of Popular Culture* (from Locus on Library website )

April 30 Uma Narayan, "Eating Cultures" from *Dislocating Cultures* (Electronic Reserve)  
Mon

May 2 Mahasweta Devi, "Draupadi" from Spivak, *In Other Worlds* (Electronic Reserve)

### **Immigration and Interculturalism**

May 7 Lisa Lowe, "Heterogeneity, Hybridity, Multiplicity" from *Asian-American Studies* (Electronic Reserve)  
Mon

May 9            Film: *Rush Hour*

May 14           Continue Film  
Mon            Banerjee, “The Rush Hour of Black/Asian Coalitions?” from *Afro-Asian Encounters* (Electronic Reserve)

May 16           Last Day of Class: **Assignment II Due**