Course Overview & Schedule

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. [View map of Asia (or download)] (GE Area: C3)

THIS SECTION does NOT attempt to survey all of late medieval and modern Asian art, literature, philosophy and religion. Rather I use selected examples to emphasize three aspects of the way Asian individuals in the ancient and early medieval periods have preserved and modified their cultures: (1) reflection regarding and trust in unseen powers and forces, whether sacred (i.e., spirits, gods, etc.) or secular (i.e., nature, psychological forces, etc.); (2) the art forms, rituals & customs (again both secular & sacred) that have inspired and supported such reflection; and (3) the diverse communities, from particular families to broader institutions, in which such reflection and practices have taken place. [Read more about this focus.]

IMPORTANT NOTE: like most of the offerings in this department, "Arts & Ideas of Asia" is READING INTENSIVE, assuming that you will dedicate 5-7 hours per week for reading and assignments outside of class time. Team-based learning will be the primary mode of engaging with primary sources (see www.teambasedlearning.org), facilitated by testing and inter-class communication through SacCT, the university’s on-line instructional system.

LEARNING OBJECTIVES: After attentively engaging with the materials presented in this course, you should be able to:

1. (a) effectively answer basic questions, posed by a peer unfamiliar with Asian culture, regarding key terms, images and primary sources related to the art, literature, religion & philosophy of late medieval and modern Asia, as reflected in assigned readings, images and videos; and
   (b) locate reliable scholarly sources that address aspects of Asian culture that you don’t understand, and formulate questions to guide your reading of those sources.
2. (a) describe accurately and precisely, again for a peer unfamiliar with Asian culture, the way that primary sources written by Asians themselves feature the key terms and images mentioned in #1(a); and
   (b) present a balanced selection of details from those sources that supports your statements about them.
3. (a) compare and contrast, for class members as well as peers outside the classroom, different examples of the Asian traditions mentioned above; and
   (b) compare and contrast Asian practices encountered in readings, images and videos with a daily ritual or artistic practice of your own choosing.
4. effectively communicate with others while refining the skills listed in #1-3.
5. appreciate both the emotional impact and intellectual fascination of Asian culture.
6. continue to investigate, as modeled throughout the course, the religion and culture of the people you encounter throughout your life.
SOURCES: The two sources listed directly below contain all required readings and must be brought to all relevant class meetings. The schedule of readings below refers to these two sources, as well as the first item on the "Optional" list that follows, using the BOLD CAPITAL abbreviations next to each title.

Encyclopedia Britannica (EB) [free for enrolled students via links in the on-line version of the schedule below]
"HRS 71: Arts & Ideas of Asia" Course Pack (CP) [must be mail-ordered from www.universityreaders.com at the above URL (click the "Buy Here" button at the top right side) or call 1-800-200-3908]

OPTIONAL: for those with special interests in art & religion that are not covered by the course’s brief survey, limited copies of the following books are available at the Hornet Bookstore.

various Asian art books in the Thames & Hudson "World Art" series

ATTENDANCE: Evaluation of your attendance in this course is built into other parts of the grade. Nearly half of the class sessions involve the completion of a graded activity; this includes team readiness assessments ("TRAs") scored for each individual and team assignments for which attendance will be taken within each team. (See "Grading Policies" below for credit for missed assignments.) The remainder of class periods are study sessions designed to guide you in making sense of the assigned readings: missing these will make successful completion of in-class assignments more difficult.

Regarding FLU & COLDs, if you are experiencing flu-like symptoms or a severe cold, please stay home to avoid spreading what you have to others. We will work out a way to make up missed work once you return; see below under "Absences" and "Grading Policies."

CLASSROOM ETIQUETTE: I ask students who arrive late to wait outside the door for a break following the opening announcements (usually 10-15 minutes), at which point the door will be opened. If I am talking when you enter, take a seat near the door rather than crossing everyone’s field of vision. To avoid distracting others once your are in the classroom, please:

- keep cell phones turned off and stowed away for the entire duration of the class, as you would on an airplane.
- put away all laptops, except if you have documented disabilities requiring one.
- put away food & drink before entering the classroom (water OK).
- avoid crossing the front of the room while the instructor is talking; sit by the door if you need to leave early.
- stop all side conversation with neighbors whenever anyone is speaking to the class as a whole.

Please contact me during the first two weeks of the term if you have a disability or other special circumstance that merits an exception to any of the above guidelines.

ABSENCES: Due to the amount of emails and calls I must process, I cannot provide information about every missed class to every absent student. If you miss a class or any part of one, please follow the steps below before contacting me by email or phone, which in many cases will not be necessary.

1. Consult the syllabus to determine what activities you missed. If you missed a team assignment, you can still write the notes for it; see #4 below.)
2. Contact other members of your team ASAP to find out about any announcements, you may have missed, which are usually made during the first 10-15 minutes of a given class session. (You can use the "browse" function in SacCT
mail (see below) to select student names from a list, or gather direct email addresses from team members you
know best during the first weeks of the term.)

3. When you return to class, approach me before or after class to retrieve any graded assignments that may have
been returned during your absence. (I am not responsible for low scores on assignments resulting from failure to
collect or read comments on earlier, similar assignments.)

4. If you were absent during a team assignment, you may also submit notes for the missed assignment. (See below
under “GRADING POLICIES” for details regarding credit on missed team assignments.)

SACCT: Class announcements, multiple choice assessments and grade posting will be handled through SacCT, the university’s
on-line instructional system. In order to be registered for this course in SacCT, you will need a valid saclink username and
password; if you do not currently have one, call (278-7337); visit the Saclink Desk (Academic Information Resource Center,
Room 2005, just behind the library); or go to www.saclink.csus.edu and follow the instructions for "Set up Saclink" in the
left-hand column.

EMAIL: In order to receive updates regarding class sessions throughout the term, you are required to check the email
included in your SacCT account on a regular basis for the duration of the course. Unless you log in to SacCT on a daily basis,
please set your SacCT email to forward messages to your regular email address. To do so, (1) click on the "My Settings"
link in the upper left hand corner; (2) select the "My Profile" tab and updating the profile to include the email address you
actually use; and finally (3) select the "My Tool Options" and checking the "Mail Forwarding" option.

To contact me, EMAIL ME DIRECTLY (not in SacCT) at jdubois@csus.edu; include the abbreviation "AIA" or "HRS 71" in
the subject heading. I typically respond to student emails on Tuesday and Thursday afternoons, and usually sometime end
of week or weekend, as time allows. For queries that require immediate attention, please call or leave a voice mail at 278-
5332.

IMPORTANT: before contacting me by phone or email regarding an absence, which in many cases is not necessary, see
the steps outlined above under “Absences.”

ASSIGNMENTS: Assignments for this course are directly linked to the learning objectives specified above. Students
needing to skip assignments due to time constraints are advised to choose from #4-5; skipping #1-3 makes completing
higher level assignments very difficult.

1. six in-class, on-line (6) TRAs ("team readiness assessments")
   [lowest score dropped; 5 x 10 points for each individual & team = 100 points total]
2. seven (7) team assignments (350 points total)
   [participation requires bringing notes to a minimum of
    9 team assignments & attendance a minimum of 11 assignment days;
    extra points for each assignment distributed via a peer evaluation system]

**view diagram of sequencing for TRAs and team assignments**

3. selection & memorization of a 30-90 second text used for daily practice (100 points)
   [assessed via written test at mid-term and appointment at end of term]
4. three (3) guided reflections (100 + 100 + 150 points, 350 points total)
   [4 page worksheet, peer review, and final 4 page paper--all done three times]
5. one (1) final exam (100 points)
   [multiple choice questions identical or similar to those on TRAs]


GRADING POLICIES:

• Barring genuine emergency that leads to extended absence, no make-ups are available for TRAs; but note that
the lowest score is dropped, so missing one TRA will not in itself lower your grade.

- If you are **absent during a team assignment**, you may receive half credit for turning in thorough notes when you return to class. If your absence is the result of a genuine emergency, illness, or some other compelling reason, which except for flu symptoms must be verified in writing by a medical or some other professional, you may receive full credit for those notes. (See above under "Absences" regarding procedure for submitting notes.)
- I generally do not accept rewrites of guided reflections; however you may wish to show me preliminary drafts, submitted for review at least three days prior to the deadline. I DO accept late assignments during the term, but subtract 5% from your overall score for each class day late; I will however not accept late submissions for the final assignment. Assignments submitted via email to meet a deadline must be delivered in printed form at the next class, without which they will not be graded.
- If you have a **disability** that requires some accommodation, please contact me to discuss such accommodation within the first two weeks of the term. I consider extreme difficulty with social interaction and interpersonal communication a legitimate disability, which should be brought to my attention as soon as possible, since team work is such an integral part of the course. If you are unsure about whether you have a disability, I encourage you to speak with me and/or also to contact the Office of Services to Students with Disabilities (Lassen Hall 1008, 278-6955).
- I will generally elect severe **penalties for academic dishonesty** on tests and assignments: a ZERO SCORE for the assignment, and AN "F" FOR THE COURSE for a second offense. You are responsible for reading my comments regarding the importance of academic honesty in FAQ, #10-13, and for requesting clarification if there is anything you do not understand. You may also want to check out the library’s **tutorial on plagiarism**.
- Finally, students needing extra time to complete their work for the course must submit to me an **application for an incomplete**, available in MND 2011. I will not accept a late final assignment or give an incomplete grade without this form in hand.

**SCHEDULE OF READINGS:** All readings listed in this schedule should ideally be completed by the day under which they are listed, although this requirement is only assessed during TRAs and team assignments. **All numbers in the schedule are page numbers unless otherwise noted.**

If you are off-campus and attempting to link to EB articles via the links below, you will need a Saclink ID and password to be granted access. **WARNING:** make sure that you use the links in the on-line version of this syllabus to access EB; going through the library’s database page may lead you to different material that will likely confuse you when preparing for TRAs.

**CAUTION:** I reserve the right to make revisions to on-line materials prior to their discussion in class at the relevant point in the semester. Therefore **wait until that time to print out materials** you wish to have on hand, such as excerpts, tests and assignments.

**NOTE:** the following schedule incorporates two furlough days on Monday, February 15 & Wednesday, March 24, **pending administrative approval.**

**Introduction: Asia, Cultural History, & Team-Based Learning**

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<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Readings</th>
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<tr>
<td>Mon, January 25</td>
<td>introductions &amp; inquiry:</td>
<td>locate and explore on-line syllabus at</td>
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<td>&quot;what is learning?&quot;</td>
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<td>review of syllabus,</td>
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http://www.csus.edu/indiv/d/duboisj/AIA2/AIA2_home.html
Wed, January 27  visual overview & guided reading LOCATE & study TERMS in these overviews:

(optional study guide)

- “Essential Elements of Culture” (on-line syllabus)

(RECOMMENDED: IAR, chapter 1)

LOCATE & study EXCERPTS in these primary sources:

- “Possession by Changun” (YouTube)
- “Video Introduction” & “Festivals: The Tsam Ceremony” (Asia Society web site)
- related IMAGES and CAPTIONS ONLY: Horse’s Head, Dear, chariot & painting, White Old Man, Yellow Dharmapala

+ view "The Creatures, Objects, and Mysteries of Xg57H4y" (or download)
  [if unable to view, download & install PowerPoint Viewer (PC/Mac)]

Mon, February 1  form teams (same as above)

iTRA DUE by 2:30 pm

iTRA in class

Wed, February 3  trial team assignment REVIEW IN DEPTH:

"Possession by Changun" (YouTube) & "Festivals: The Tsam Ceremony" (web site)

related IMAGES and CAPTIONS ONLY: Horse’s Head, Dear, chariot & painting, White Old Man, Yellow Dharmapala

Unit 1: The Interrelationship of Community & Practice in Asian Culture

(1a) Late Medieval India (11th - 17th centuries CE)

Mon, February 8 & Wed, February 10 visual overview & guided reading LOCATE & study TERMS in these overviews:

(optional materials:
* study guide 1a
* time line & terms)


LOCATE & study EXCERPTS in these primary sources:

- “Akbar Riding the Elephant” & Memoirs of Jahangir (CP, 6-11)
- “Life of Guru Nanak” (CP, 43-49)
- “Exemplary Devotion of the Servant of Hari” (CP, 50-56)

+ VIEW "Islamic Influences in Indian Art & Architecture " (or download)
  [if unable to view, download & install PowerPoint Viewer (PC/Mac)]
Mon, February 15  **CAMPUS FURLOUGH DAY**

Wed, February 17  
iTRA #1a DUE by 2:30 pm  
  prep for team assignment 1a

Mon, February 22  
team assignment #1a  
  Daily practice description  
  DUE beginning of class

REVIEW IN DEPTH:  
"Akbar Riding the Elephant" & "Memories of Jahangir (CP, 6-11)"  
"Life of Guru Nanak" (CP, 43-49)  
"Exemplary Devotion of the Servant of Hari" (CP, 50-56)

(1b) Colonial & Post-Colonial India (18th - 20th centuries CE)

Wed, February 24  
visual overview & guided reading

& Mon, March 1  
  LOCATE & study TERMS in these overviews:
  EB articles: "Robert Clive" (p.1-4),  

(optional materials:  
  * study guide 1b  
  * time line & terms  
  * reading orientation for IAR)

LOCATE & study EXCERPTS in these primary sources:

- "Indian Images Collected" (CP, 12-18)
- selections from The Financial Expert (CP, 105-15)
- "Mother Ten's Stories" (CP, 57-64)

+ VIEW "Artistic Depictions of Hindu Goddesses " (or download)

Wed, March 3  
iTRA #1b DUE by 2:30 pm  
  prep for team assignment 1b

Mon, March 8  
(Unit 1 Guided Reflection worksheet*  
  DUE beginning of class  
  team assignment #1b

REVIEW IN DEPTH:  
"Indian Images Collected" (CP, 12-18)  
selections from The Financial Expert (CP, 105-15)  
"Mother Ten's Stories" (CP, 57-64)

Unit 2: The Interrelationship of Practice & Reflection in Asian Culture

(2a) Late Medieval China (11th - 16th centuries CE)

Wed, March 10  
visual overview & guided reading

& Mon, March 15  
  LOCATE & study TERMS in these overviews:
  EB articles: China (p.1, 31, 67), "Chinese philosophy" (p.1-3).  
  "Confucianism" (p.1-2, 8, 12-13), "jen," "censorship: Ancient China,"  
  "Buddhism" (p.1, 22-25, 58), "Mahayana" (p.1-4), sutra.

  (optional materials:  
  * study guide 2a  
  * time line & terms  
  * reading orientation for IAR)

  LOCATE & study EXCERPTS in these primary sources:

- "On Landscape Painting" (CP, 19-22)
- "Daily Life in the Assembly" (CP, 65-73)
- "Sacrifices for the Four Seasons" (CP, 138-49)

+ VIEW "Medieval Chinese Buddhist Art" (or download)
Wed, March 17

iTRA #2a DUE by 2:30 pm

+TRA #2a in class

prep for team assignment 2a

(same as above)

Mon, March 22

team assignment #2a

REVIEW IN DEPTH:

"On Landscape Painting" (CP, 19-22)
"Daily Life in the Assembly" (CP, 65-73)
"Sacrifices for the Four Seasons" (CP, 138-49)

Mon, March 22

visual overview & guided reading

(optional materials:
* study guide 2b
* time line & terms
* reading orientation for IAR)

LOCATE & study TERMS in these overviews:

"Taoism" (p.1, 4, 6-7, 13-15, 22-24, 27-33, 39-41, 47)
"shen," "kuei," "sacrifice: China" (p. 23), "Mao Zedong," "Qing Dynasty"

Wed, March 24

**CLASS FURLOUGH DAY**

OPTIONAL: start 2nd Guided Reflection (due 4/14)

(2b) Late Imperial & Modern China (17th - 20th centuries CE)

Mon, April 5

visual overview & guided reading

(iTRA #2b DUE by 2:30 pm

+TRA #2b in class

prep for team assignment 2b

(same as above)

& Wed, April 7

(optional materials:
* study guide 2b
* time line & terms
* reading orientation for IAR)

LOCATE & study EXCERPTS in these primary sources:

- Chinese Imperial Planning & "A Jesuit in Beijing" (CP, 23-31)
- "Lord Zitong" & "Tract of the Most Exalted" (CP, 74-81)
- selections from Travels of Lao-Tsan (CP, 116-30)

+ VIEW "Chinese Art of the Late Imperial Court" (or download)

Mon, April 12

visual overview

(iTRA #2b DUE by 2:30 pm

+TRA #2b in class

prep for team assignment 2b

(same as above)

Wed, April 14

*Unit 2 Guided Reflection worksheet*

DUE beginning of class

team assignment #2b

REVIEW IN DEPTH:

Chinese Imperial Planning & "A Jesuit in Beijing" (CP, 23-31)
"Lord Zitong" & "Tract of the Most Exalted" (CP, 74-81)
selections from Travels of Lao-Tsan (CP, 116-30)

Unit 3: The Interrelationship of Community & Reflection in Asian Culture

(3a) Late Medieval & Modern Southeast Asia & Tibet (14th - 20th centuries CE)

Mon, April 19

visual overview

guided reading for Unit 3a

(optional materials:
* study guide 3a
* time line & terms
* reading orientation for IAR)

LOCATE & study TERMS in these overviews:

EB articles: "Southeast Asia" (p.16), Tibet (p.1), "Buddhism" (p.15-20, 31-33, 40, 45, 48, 64-68), "Parakrama Bahu," "Indonesia" (p.62-63), "Cao Dai," "Chögyam Trungpa"

Mon, April 21

& Wed, April 21

*Unit 2 Guided Reflection*

DUE Wed 4/21,

beginning of class,

with worksheet attached

LOCATE & study EXCERPTS in these primary sources:

- Angkor Wat (CP, 32-37)
- "Consecrating the Buddha" (CP, 82-86)
- "A Fasting Ritual " (CP, 87-98)

+ VIEW "Buddhist Worlds of Southeast Asia & the High Himalayas " (or download)
Mon, April 26  iTRA #3a DUE by 2:30 pm  prep for team assignment 3a

Wed, April 28  team assignment #3a

REVIEW IN DEPTH:
Angkor Wat (CP, 32-37)
"Consecrating the Buddha" (CP, 82-86)
"A Fasting Ritual " (CP, 87-98)

(3b) Late Medieval & Modern Korea & Japan (13th - 20th centuries CE)

Mon, May 3  visual overview
& Wed, May 5  guided reading for Unit 3b
(optional materials:
* study guide 3b
* time line & terms
* reading orientation for IAR)

LOCATE & study TERMS in these overviews:
EB articles: "Shinto" (p.1-4, 8-9, 11-12, 20-21), "Buddhism" (p.26-30, 59-61, 71, 94), Japan (p.94, 103, 109, 124, 127), "Korea" (p.13-14), "Christianity: Missions to Asia" (p.196), "Unification Church ."

LOCATE & study EXCERPTS in these primary sources:
- "The Kizaemon Tea-Bowl" (CP, 38-41)
- "Refutation of Clerical Marriage" (CP, 99-104)
- "The Moon on the Water" (CP, 131-37)

+VIEW "Temples & Icons of Japan" (download)

Mon, May 10  iTRA #3b DUE by 2:30 pm  (same as above)
& Wed, May 12  team assignment 3b

*Final Guided Reflection worksheet*  DUE beginning of class

Wed, May 19  (view finals week schedule)

DUE in class  final team assignment

*Final Guided Reflection*  DUE beginning of class, with worksheet attached

REVIEW IN DEPTH:
"The Kizaemon Tea-Bowl" (CP, 38-41)
"Refutation of Clerical Marriage" (CP, 99-104)
"The Moon on the Water" (CP, 131-37)

REVIEW IN DEPTH:
unit 1 & 2 reflections excerpts from favorite readings

WARNING: Barring submission of a petition for an incomplete and in contrast to my late policy during the semester, no final guided reflections will be accepted after the beginning of class of the final class session.

Also, if you wish to retrieve your final guided reflection, please attach to your paper a self-addressed stamped envelope (4" x 9" is usually OK if unless your paper is unusually thick) with sufficient postage for 3 ounces (currently $0.76 or two first-class stamps). Papers submitted without an envelope will receive only minimal comments and eventually be recycled without shredding.