Seminar in History: Modern East Asia

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COURSE DESCRIPTION

This is a provisional course syllabus. This graduate course is intended to expose students to the emerging transnational and diasporic scholarship. We will examine the recent scholarly literature encompassing the paradigms of diaspora, borderlands, migration, race, and citizenship. We will examine how the diasporic approach complicates the spatial, temporal, and conceptual boundaries of modern East Asia and beyond.

REQUIRED READINGS

The following books are available at the TAMUCC Bookstore:

- Madeline Y. Hsu, Dreaming of Gold, Dreaming of Home: Transnationalism and Migration Between the United States and South China, 1882-1943 (Stanford University Press, 2000)
- Adam McKeown, Chinese Migrant Networks and Cultural Change: Peru, Chicago, and Hawaii, 1900-1936 (University of Chicago Press, 2001)
- Joshua Hotaka Roth, Brokered Homeland: Japanese Brazilian Migrants in Japan (Cornell University Press, 2002)

Additional reading assignments, including scholarly articles and book chapters, will be posted on the Blackboard course website.
STUDENT LEARNING OUTCOMES

• Critically evaluate scholarly monographs and articles that offer diverse interpretive approaches (evaluated by: evidence of close and critical reading in oral presentation and class participation)
• Analyze and synthesize multiple historical interpretations, methods, and arguments discussed in assigned readings and class (evaluated by: arguments and logical demonstration presented in response papers)
• Clearly and succinctly demonstrate mastery of the key theoretical, methodological, and conceptual developments in the scholarship (evaluated by: simulated comprehensive exams)

COURSE REQUIREMENTS

Attendance and Active Participation  10%
Presentation and Discussion  10%
3 Response Papers  (10% each)  30%
Midterm Exam  20%
Final Exam  30%

A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%

Mindful Reading, Wakeful Attendance, and Active Participation. Students are expected to attend every meeting of the seminar and participate actively in our discussions. Students should come to class having completed the reading closely and in their entirety, and bring a set of dynamic questions for debate each week.

Each week, one student will be responsible for placing the readings in historiographical context, and another for facilitating the discussion. A sign-up sheet will be passed around the first day.

Writing Assignments. In addition to close reading and active participation in class discussions, each student must complete three response papers. Each paper will be an analytical essay of 4-5 printed double-spaced pages placing a selected week’s reading in historiographical contexts (10% each, total of 30%). Please submit a hard copy of each paper at the beginning of class on the respective due date.

Midterm and Final Exams (20% and 30%, respectively). These will be essays designed to prepare you for the comprehensive exams. In these essays, you will demonstrate your ability to synthesize the historical arguments, debates, and interpretations presented in the assigned scholarly works. For students on the thesis track, these will serve as intellectual exercises to build your historiographical and bibliographical knowledge of the field. Exam questions will be distributed in advance.
CLASS POLICIES

Academic Integrity
Historians draw upon the writings and thinking of others all the time. To do so without citing your sources, however, is plagiarism, a violation of academic integrity. Plagiarism, cheating, and/or any other type of academic dishonesty will not be tolerated and will result in a failing grade and a formal academic sanction. Please note that an “F” in any course may result in your dismissal from the graduate program.

Academic Advisement
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac.

Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Grade Appeal Process
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

PROVISIONAL COURSE OUTLINE

This is a tentative schedule and may be changed at the instructor’s discretion depending on events that occur throughout the semester.

Week 1 (January 21) Overview of the syllabus and roundtable introductions.
Prepare for class: 5-minute self-introduction of your scholarly interests. Bring a one-paragraph description of your thesis project or exam fields (as they are currently formulated).

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<th>Week</th>
<th>Assignments</th>
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<td>Week 2 (Jan 28)</td>
<td>Conceptual matters: selections from course reader</td>
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<td>Week 3 (Feb 4)</td>
<td>Ong, <em>Flexible Citizenship</em></td>
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<td>Week 4 (Feb 11)</td>
<td>Parrenas and Siu, eds., <em>Asian Diasporas</em></td>
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<td>Response Paper #1 Due</td>
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<td>Week 5 (Feb 18)</td>
<td>McKeown, <em>Chinese Migrant Networks and Cultural Change</em></td>
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<td>Week 6 (Feb 25)</td>
<td>Hsu, <em>Dreaming of Gold, Dreaming of Home</em></td>
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<td>Week 7 (Mar 3)</td>
<td>Midterm Exam Review</td>
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<td>Response Paper #2 Due</td>
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<td>Week 8 (Mar 10)</td>
<td>Midterm</td>
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<td>Week 9</td>
<td>Spring Break: No Class</td>
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<td>Week 10 (Mar 24)</td>
<td>Kawashima, <em>The Proletarian Gamble</em></td>
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<td>Week 11 (Mar 31)</td>
<td>Hirabayashi, Kikumura-Yano, and Hirabayashi, eds., <em>New Worlds, New Lives</em></td>
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<td>Week 12 (Apr 7)</td>
<td>Yu, <em>Beyond the Shadow of Camptown</em></td>
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<td>Week 13 (Apr 14)</td>
<td>Roth, <em>Brokered Homeland</em></td>
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<td>Response Paper #3 Due</td>
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<td>Week 14 (Apr 21)</td>
<td>Final Exam Review</td>
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<td>Week 15 (Apr 28)</td>
<td>Final Exam</td>
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