**ASIAN STUDIES**  
*(Div I & II, see explanation below)*  
**Chair: Professor George Crane**

- Cecilia Chang, Frederick Latimer Wells Professor of Chinese  
- Man He, Assistant Professor of Chinese  
- Shinko Kagaya, Professor of Japanese  
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; on leave 2020-2021  
- Christopher M. B. Nugent, Professor of Chinese, Chair of Comparative Literature Program  
- Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; on leave 2020-2021  
- Li Yu, Professor of Chinese  

**Affiliated Faculty:**

- Christopher Bolton, Professor of Comparative Literature and Japanese Literature  
- George Crane, Chair of Asian Studies and the Edward S. Greenbaum 1910 Professor of Political Science  
- George Dreyfus, Jackson Professor of Religion  
- Ju-Yu Scarlett Jang, Professor of Art  
- Jason Josephson Storm, Professor of Religion  
- Peter Just, Professor of Anthropology  
- Aparna Kapadia, Associate Professor of History  
- Eiko Maruko Siniawer, Professor of History  
- Anne Reinhardt, Chair and Professor of History  
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music  
- Scott Wong, Charles R. Keller Professor of History  

**Visitors:**

- Susanne Ryuyin Kerekes, Gaius Charles Bolin Fellow in Religion and Asian Studies  
- Eun Young Seong, Visiting Assistant Professor of Japanese  
- Kaoruko Minamoto, Visiting Lecturer in Japanese  
- Chen Wang, Visiting Assistant Professor of Chinese  

**Mission Statement and Learning Objectives**

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society. The department offers three distinct major tracks: Asian Studies, Chinese, and Japanese.

**Learning Objectives for the Asian Studies Major**

Asian Studies is a multi-disciplinary and interdisciplinary major track that combines the humanities and social sciences with language study. It aims to help students develop practical proficiency in an Asian language and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of Asia through a particular disciplinary lens. Beyond training in the discipline they choose for their three-course disciplinary qualification, students have the opportunity to explore a range of other disciplinary approaches and perspectives.
Majors in Asian Studies will:

- Attain a practical proficiency in an Asian language (either Chinese or Japanese currently offered by the department, or Hindi or Korean, offered by the Critical Language Program of the Center for Foreign Languages, Literatures, and Cultures)
- Gain awareness and understanding of a particular country or region in Asia through training in one of the disciplines represented in the Department of Asian Studies (anthropology, art history, economics, history, linguistics, literature, music, political science, religion, or sociology).
- Have an opportunity to explore a range of disciplinary approaches and perspectives in addition to their primary disciplinary focus and apply a range of research methodologies with a focus on interdisciplinarity.
- Develop close reading, analytical writing, and critical thinking skills by engaging in cross-linguistic, cross-cultural, and comparative historical analysis.
- Gain a comparative perspective on issues affecting Asia as a region.
- Develop global awareness and engagement through identification of the values, perspectives, and practices of Asian societies, both past and present.

THE MAJOR

Due to the Covid-19 pandemic: the Asian Studies major is reduced to nine for the classes of 21, 22, 23. The requirements are:

Four semesters of Chinese or Japanese, a faculty-approved three course disciplinary qualification, one comparative Asian Studies course, and one Asian Studies elective, which can include further language study. The Chinese and Japanese programs have also decided it would be best to reduce the number of courses required for their respective majors to nine for the graduating classes of 21, 22, and 23. Requirements are as follows:

Eight semesters of Chinese or Japanese language (at least four of them should be 300-level or higher). For Chinese one additional course, Chinese 312 (Classical Chinese) is required. In Japanese, one faculty-approved elective is also required. For students with higher language proficiency who are placed out of any of the core language courses (101 through 402), they can take an equal number of faculty-approved electives taught either in Chinese or Japanese or English on literature, linguistics, culture studies or related China or Japanese studies disciplines (e.g., art history, history, political science) to fulfill the core language requirement.

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. An increasing number of courses on South Asia are also offered (e.g., ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students interested in taking Korean or Hindi may take these languages through the Critical Language Program administered by the Center for Foreign Languages, Literatures, and Cultures. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 233, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431, JAPN 258. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese.

The requirements for Asian Studies are indicated below:

Asian Studies Major

Three-course qualification in one of the disciplines represented within Asian Studies (anthropology/sociology, art history, economics, history, linguistics, literature, music, political science, religion). The qualification, to be determined through consultation between students and their advisor, normally includes an introductory course and more advanced courses. At least two of these three courses must be on Asia.

Three approved electives, which may include further language work.

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their
advisor as far in advance as possible. Up to eight courses taken overseas may be counted toward graduation, and up to four courses taken off campus may be counted toward the major.

FAQ
Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). For programs that we are familiar with, we usually pre-approve credits.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description, complete syllabus including readings/assignments, and exams or other written work.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
Yes, maximum of four courses.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
Approved courses only.

Are there specific major requirements that cannot be fulfilled while on study away?
No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
Not in particular. Students are always strongly encouraged to consult with the department faculty ahead of time to plan on what courses to take during study-away and what courses to take up return.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
There have been cases where students decided to take different courses after they arrived at the program and those courses did not meet our requirements.

THE DEGREE WITH HONORS
Students interested in writing an honors thesis in Asian Studies should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for ASST 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT
The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

ASST 103  (F)  East Asian Art  (DPE)
Cross-listings: ASST 103  ARTH 103
Secondary Cross-listing
This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through four thematic units (memorialization, religion, nature, and identity), we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative
expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange in ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, students learn to think critically about shared and diverse human experiences across cultures and historical periods. Students also reflect on historiographical issues surrounding East Asian art and analyze why certain types of artworks were historically underrepresented in museum spaces and academic scholarship. To contribute to public knowledge, students will also develop and edit a Wikipedia page on an artwork or artist of their choice. Visits to the Williams College Museum of Art and Special Collections also form an integral part of the course.

Class Format: Some classes may be conducted at WCMA; course content will be delivered asynchronously; interactive activities will take place in synchronous sessions

Requirements/Evaluation: Class participation, open-book midterm and final exam, 4 object or reading response papers (2-3 pages in length), keynote work presentation (5-7 minutes long), Wikipedia page editing project and presentation (5-7 minutes long)

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Open to all students regardless of major

Expected Class Size: 30

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 103 (D1) ARTH 103 (D1)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

Attributes: ARTH pre-1800 Courses GBST East Asian Studies Electives

Fall 2020

LEC Section: H1 WF 1:30 pm - 2:45 pm Carolyn J. Wargula

ASST 107 (S) Arts of South Asia (DPE)

Cross-listings: ASST 107 ARTH 105

Secondary Cross-listing

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.


Prerequisites: none, open to all students

Enrollment Limit: 40

Enrollment Preferences: First years, sophomores and juniors

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ASST 107 (D1) ARTH 105 (D1)

**Difference, Power, and Equity Notes:** In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2021
LEC Section: 01    TBA    Murad K. Mumtaz

**ASST 115 (F) The World of the Mongol Empire (WS)**

**Cross-listings:** HIST 115 ASST 115

**Secondary Cross-listing**

By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe and the Middle East. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, and disintegration, as well as its legacies. From a wide range of primary and secondary sources, including literature, chronicles, and traveler's accounts, we will investigate the diverse experiences of the Mongol world in places such as China, Russia, Persia, and Central Asia.

**Requirements/Evaluation:** active participation in discussion, several short papers, and a final research paper

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 15-19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 115 (D2) ASST 115 (D2)

**Writing Skills Notes:** Three 5- to 7-page papers written in two drafts each with instructor feedback, one 10- to 12-page final research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

**ASST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WS)**

**Cross-listings:** GBST 117 HIST 117 ASST 117

**Secondary Cross-listing**

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history
of its most important city.

**Requirements/Evaluation:** assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 15-19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 117 (D2) HIST 117 (D2) ASST 117 (D2)

**Writing Skills Notes:** Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

**Attributes:** GBST South + Southeast Asia Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia

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Spring 2021

SEM Section: 01 TBA Aparna Kapadia

**ASST 121 (F) The Two Koreas (WS)**

**Cross-listings:** HiST 121 ASST 121

**Secondary Cross-listing**

The two Koreas--North and South--were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called "the Cold War's last divide." This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

**Requirements/Evaluation:** students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 121 (D2) ASST 121 (D2)

**Writing Skills Notes:** In this tutorial, students receive substantial feedback from the professor (and from their partner) both in the sessions and in written comments about all aspects of their writing--argumentation, structure, mechanics. Such feedback is offered on five papers (of 5-7 pages in length) that they write over the course of the semester; they can also elect to receive comments on their final, synthetic paper (12-15 pages in length). Significant guidance is also given on the paper-writing process.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia

**Not offered current academic year**

**ASST 122 (S) Old Shanghai, New Shanghai**
Once nicknamed as "Paris of the East," Shanghai, now a megacity with a population of 25 million, is the industrial, commercial and financial center of contemporary China. Shanghai is often depicted as a metropolis that marked the beginning of China's modernity and urban culture. People from other regions in China see Shanghai as a city full of opportunities, but characterize its people as astute and shrewd, cocky and unwelcoming. Foreigners, however, find the city appealing and its people open-minded. Jews fleeing Nazi persecutions during WWII, found Shanghai to be a "paradise of ghetto" that provided the only haven of survival. For local people, there have always been two Shanghai: an old one and a new one. They are proud of the new Shanghai but constantly nostalgic about the old one. This tutorial examines the multifaceted city of Shanghai and its people from historical and cultural perspectives. We will look at the city's history (from the late nineteenth century to present day), its local language and culture, and everyday life of the people (including migrants and foreigners) living in it. The central ideas we will explore are "modernity" and "regional identity." We will investigate how these theoretical constructs play out in the making of the city of Shanghai and the formation of its unique local identity. Course readings include historical and cultural studies as well as documentaries in English about Shanghai, and primary sources in Chinese in a wide range of genres including fiction, essays, and films (English translation of the primary sources are available for students taking the course in English). The course is conducted in either Chinese or English. Students wishing to take the course in Chinese should register under CHIN 422T and students wishing to take the course in English should register under ASST 122T and students wishing to take the course in Chinese should register under CHIN 422T. Students will come away with a critical understanding about China's regional cultures and one of its most important metropolitan cities. Chinese language learners will be able to improve their reading and writing skills in Chinese through this course. The course has a required field trip to a Chinese restaurant on a Saturday or Sunday, depending on all students' schedules.

Requirements/Evaluation: each tutorial pair will meet with the instructor for one hour per week, during which time we will discuss a 5-page paper that one of the partners has submitted

Prerequisites: none for students taking ASST 122; CHIN 402 or permission of the instructor for students taking CHIN 422

Enrollment Limit: 10

Enrollment Preferences: current or prospective Asian Studies, Chinese, or Japanese majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 122 and students wishing to take the course in Chinese should register under CHIN 422

Materials/Lab Fee: $100

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CHIN 422 (D1) ASST 122 (D1)

Attributes: GBST East Asian Studies Electives GBST Urbanizing World Electives

Not offered current academic year

Spring Grass: A Peek into Inequality in China

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the...
students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 127 (D2) ASST 127 (D1) CHIN 427 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students’ first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: T1 TBA Li Yu

ASST 133 (S) Buddhist Literature

Cross-listings: REL 133 ENGL 147 ASST 133

Secondary Cross-listing

This course introduces students to the diverse literary culture of Buddhist Asia. Through close readings of particular influential Buddhist texts, we will analyze not only what the texts say and mean, but also learn about the "social life" of these texts—i.e., what is the socio-historical context of these texts, who are the intended audience, what is the relationship of these texts with their particular communities, how do these communities engage with their texts, including how texts have been translated, taught, worshipped and ritualized. We will also explore the materiality of these texts, which is as diverse as the languages in which these texts are written. Alongside an exploration of materiality requires that we reflect on what counts as "text". Moreover, by sampling different genres of Buddhist texts (e.g., philosophical, historical, narrative, grammatical, cosmological, astrological, magical), we will discuss what makes them Buddhist and what makes them literary. The Lotus Sutra, the Heart Sutra, the Dhammapada, and Vessantara Jataka are just some of the texts we will study in this course. No prior knowledge about Buddhism is required.

Requirements/Evaluation: Attendance and active participation 20%; Short writing assignments 25% (i.e., a one-page, single-space, critical response based on the class reading x 5 total); Mid-term exam (in-class: identification terms and short essay) 25%; Final project and presentation 30% (the final grade includes initial consultation with the instructor regarding topic selection, annotated bibliography, project outline, final presentation, and final written report).

Prerequisites: none

Enrollment Limit: 12
Enrollment Preferences: REL, ASST, and ENG majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 133 (D2) ENGL 147 (D1) ASST 133 (D2)

Spring 2021

SEM Section: 01 TBA Susanne Ryuyin Kerekes

ASST 153 (S) Japanese Film

Cross-listings: ASST 153 COMP 153

Secondary Cross-listing

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but we'll focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. All texts are translated or subtitled. All levels welcome.

Requirements/Evaluation: attendance & participation, a few short response assignments, two 5-page papers, in-class test

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: students majoring in a related field

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 153 (D1) COMP 153 (D1)

Attributes: FMST Core Courses

Spring 2021

LEC Section: 01 TBA Christopher A. Bolton

ASST 186 (F) Japanese Popular Visual Culture

Cross-listings: COMP 186 ASST 186 ARTH 586 ARTH 286

Secondary Cross-listing

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo-e, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material examples of Japanese popular culture on display in the Repro Japan exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

Class Format: discussion

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam

Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: students majoring or considering a major in a related discipline
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 186 (D1) ASST 186 (D1) ARTH 586 (D1) ARTH 286 (D1)

ASST 195  (F)  Elementary Korean
Cross-listings:  CRKO 101  ASST 195
Secondary Cross-listing
Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language.
Class Format: twice-weekly review sessions
Requirements/Evaluation: Written and oral mid-term and final exam.
Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April.
Enrollment Limit: 8
Enrollment Preferences: Preference given to application submissions received during the information-application period in April.
Expected Class Size: 2-8
Grading: no pass/fail option, yes fifth course option
Unit Notes: Minimum of two students in order to schedule the course
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CRKO 101 (D1) ASST 195 (D1)

Fall 2020
LEC Section: R1    TBA     Jane E. Canova

ASST 196  (S)  Elementary Korean
Cross-listings:  CRKO 102  ASST 196
Secondary Cross-listing
Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.
Class Format: twice-weekly review sessions
Requirements/Evaluation: Written and oral midterm exam and final exam.
Prerequisites: CRKO 101
Enrollment Limit: 8
Enrollment Preferences: Students who have completed CRKO 101.
Expected Class Size: 2-8
Grading: no pass/fail option, yes fifth course option
Unit Notes: minimum of two students in order to schedule the course
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ASST 197 (F) Elementary Hindi

Cross-listings: CRHI 101 ASST 197

Secondary Cross-listing

Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language being able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language.

Class Format: Twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: Sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April.

Enrollment Limit: 8

Enrollment Preferences: Preference given to application submissions received during the information-application period in April.

Expected Class Size: 2-8

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students in order to schedule the course.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

CRHI 101 (D1) ASST 197 (D1)

Not offered current academic year

ASST 198 (S) Elementary Hindi

Cross-listings: ASST 198 CRHI 102

Secondary Cross-listing

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

Class Format: twice-weekly review sessions

Requirements/Evaluation: Written and oral midterm and final exams.

Prerequisites: CRHI 101

Enrollment Limit: 8

Enrollment Preferences: Students who have completed CRHI 101.

Expected Class Size: 2-8

Grading: no pass/fail option, yes fifth course option

Unit Notes: Minimum of two students in order to schedule the course.

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 198 (D1) CRHI 102 (D1)

Not offered current academic year

ASST 205 Patrons, Rituals, and Living Images in Japanese Buddhism

This course introduces students to Japanese Buddhist art and architecture. We begin with the introduction of continental monks, Buddhist images and
texts, and ritual paraphernalia to Japan in the mid-sixth century. We focus on the ways different communities---the imperial court, immigrant artists, monks, women, and commoners---employed and venerated Buddhist images for political legitimacy, personal salvation, and worldly benefit. We consult inscriptions, court diaries, and Buddhist sutras translated into English to consider how believers instilled liveliness and power in Buddhist images. This course also examines how Japanese Buddhist imagery became aestheticized in the early twentieth century and appropriated later in modern and contemporary visual culture. Some of the topics to be discussed include the reception of continental styles of Buddhist bronze sculpture, the relationship between mandalas and rituals, the role of women in developing Buddhist embroideries, and the Western reappraisal of Zen arts. Students will develop familiarity with the concepts and ideas underlying the production of Buddhist images and will gain foundational skills for analyzing the visual, material, and iconographic qualities of Japanese Buddhist art. For the final project, students will design a digital exhibition focused around one of the topics of the course.

Requirements/Evaluation: Class participation, group presentations, 4 reading and object response papers (2-3 pages), and digital exhibition project (8-10-page proposal written in stages over the semester including a 10-minute presentation)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: First- and second-year students, but open to all

Expected Class Size: 25

Grading: Distributions: (D1)

Not offered current academic year

ASST 207 (F) An Exploration of Japanese Language and Culture

Cross-listings: JAPN 407 ASST 207

Secondary Cross-listing

Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code may influence and shape the ways Japanese think. We will look into the following topics: polite language and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multilingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in either Japanese or English with materials drawn from linguistics and sociocultural studies both in Japanese and English. Students wishing to take the course in English should register under ASST 207T and students wishing to take the course in Japanese should register under JAPN 407T. Japanese language learners will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project; ASST 207 will meet once a week; JAPN 407 will meet twice a week

Prerequisites: none for ASST 207; a 400-level Japanese language course, advanced level Japanese proficiency or permission of instructor for JAPN 407

Enrollment Limit: 10

Enrollment Preferences: current or prospective Japanese, Chinese, and Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: students wishing to take the course in English should register under ASST 207 and students wishing to take the course in Japanese should register under JAPN 407

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 407 (D1) ASST 207 (D1)

Attributes: Linguistics

Not offered current academic year
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of
that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military
could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in
the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning
with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on
to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the
Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a
consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get
preference
Expected Class Size: 15-20
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 208 (D2) PSCI 220 (D2) INST 208 (D2) GBST 208 (D2) ASST 208 (D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support
and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the
uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented
social reforms to a society radically different from U.S. society.
Not offered current academic year
ASST 214  (S)  Asian/American Identities in Motion  (DPE)

Cross-listings:  GBST 214  ASST 214  THEA 216  AMST 213  DANC 216

Secondary Cross-listing
The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards “reading” and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and will also include attendance at live performances in the area, film screenings, and workshops with guest artists. No previous dance experience is required.

Requirements/Evaluation:  reading responses, essays, in-class writing assignments, class participation, and presentations.
Prerequisites:  none
Enrollment Limit:  15
Enrollment Preferences:  first years and sophomores
Expected Class Size:  15
Grading:  no pass/fail option,  no fifth course option

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D2) DANC 216 (D1)

Difference, Power, and Equity Notes:  This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against people of color influenced US popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.
ASST 218 (S) From Crises to Cool: Modern Japan, 1850s-Present

Secondary Cross-listing:
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan’s modern experience. This course will explore how various Japanese people from factory workers and farmers to politicians and intellectuals have understood, shaped, and lived the upheavals from the 1850s through the present day. And it will examine how the country of Japan as well as individual Japanese people have defined the identities and meanings of “modern Japan”. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; what democracy and its failures wrought; how world war was experienced and what legacies it left in its wake; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual treatises, fiction, films, and oral histories.

Requirements/Evaluation: class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper
Prerequisites: none; open to all
Enrollment Limit: 40
Enrollment Preferences: History or Asian Studies majors/prospective majors
Expected Class Size: 30
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
HIST 217 (D2) ASST 217 (D2)
Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern
Not offered current academic year

ASST 218 (S) Being Korean in Japan

Secondary Cross-listing:
Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.

Requirements/Evaluation: attendance/participation; short written responses; midterm exam; group presentation; final essay
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
JAPN 220 (D1) ASST 220 (D1)
Attributes: GBST Borders, Exiles + Diaspora Studies Electives GBST East Asian Studies Electives

Spring 2021
LEC Section: 01 TBA Eun Young Seong

ASST 221 (F) The Making of Modern South Asia: 1750-1950 CE
Cross-listings: ASST 221 HIST 221 GBST 221
Secondary Cross-listing
This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.
Class Format: discussion
Requirements/Evaluation: class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 20-25
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ASST 221 (D2) HIST 221 (D2) GBST 221 (D2)
Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia
Not offered current academic year

ASST 222 (F) History and Society in India and South Asia: c. 2000 to 1700s CE
Cross-listings: HIST 220 ASST 222
Secondary Cross-listing
This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the urban Indus Valley civilization to the end of the Mughal Empire and will address topics such as the origins and development of the caste system and ‘Hinduism’, society and culture in the great epics like the Ramayana, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.
Class Format: REMOTE. This class will be taught remotely and will be use a lecture-discussion format with some online/asynchronous work.
Requirements/Evaluation: class participation, response papers and presentation, 2 essays, take-home a mid-term and a final exam
This course is cross-listed and the prefixes carry the following divisional credit:

HIST 220 (D2) ASST 222 (D2)

Attributes: GBST South + Southeast Asia Studies Electives  HIST Group B Electives - Asia  HIST Group P Electives - Premodern

Fall 2020

LEC Section: R1    MW 11:45 am - 1:00 pm    Aparna  Kapadia

**ASST 230 (S) Performance Practices of India**  (DPE)

**Cross-listings:**  THEA 230  COMP 243  ASST 230  GBST 229

**Secondary Cross-listing**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Requirements/Evaluation:** Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 230 (D1) COMP 243 (D1) ASST 230 (D1) GBST 229 (D2)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism.

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2021

SEM Section: 01    TBA    Shanti  Pillai

**ASST 232 (S) Buddhist Economics**

**Cross-listings:** REL 232  ASST 232

**Secondary Cross-listing**

Or, "From 'Shark Tank' to 'Monk Cave': Business and Socially Engaged Buddhism". Television shows like Shark Tank, featuring a panel of potential investors who consider propositions from aspiring entrepreneurs, evinces that popular culture values only the making of profit. In such a capitalistic
world, who are the "winners" and "losers"? What impact does a business/product have beyond its intended consumer benefits? What is the Buddhist response to business and commerce and its overall effects on individuals, society, and ecology? This course will challenge students to research, analyze, and devise resolutions for real world issues, by having students employ Buddhist solutions informed by concepts such as compassion, interconnectedness, and Socially Engaged Buddhism. Students will scrutinize the related concept of "structural violence". We will look at examples from Bhutan's "Gross Domestic Happiness", Thailand's "Sufficiency Economy", China's state-led religious charities under the name of "Humanistic Buddhism", as well as the ordination of trees. This course hopes to prepare students to be critical, rather than merely passive, world citizens, especially in the realm of business, and to be more conscious and aware of their everyday life choices and its impact on every aspect of society.

Requirements/Evaluation: attendance and active participation 20%; experiential exercises 25% (i.e., critical reflection that incorporates class readings with personal experience of the various experiential exercises conducted throughout the term: mainly, a 30-day social-media cleanse, and meditation sessions); Mid-term exam (in-class: identification terms and short essay) 25%; Final project and presentation 30% (the final grade includes initial consultation with the instructor regarding topic selection, annotated bibliography, project outline, final presentation, and final written report)

Prerequisites: none

Enrollment Limit: 8

Enrollment Preferences: Religious Studies majors and Asian Studies majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 232 (D2) ASST 232 (D2)

Attributes: GBST Economic Development Studies Electives

Spring 2021

SEM Section: 01 TBA Susanne Ryuyin Kerekes

ASST 233 (S) Spiritual Crossroads: Religious Life in Southeast Asia

Cross-listings: ANTH 233 ASST 233 REL 253

Secondary Cross-listing

No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

Requirements/Evaluation: midterm, short essays, term paper

Prerequisites: none; open to non-majors

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 233 (D2) ASST 233 (D2) REL 253 (D2)

Attributes: GBST South + Southeast Asia Studies Electives

Not offered current academic year

ASST 244 (S) Mind and Persons in Indian Thought

Cross-listings: REL 244 ASST 244
Secondary Cross-listing

In this course, we follow the Indian philosophical conversation concerning the self and the nature of consciousness, particularly as they are found in its various Yogic traditions. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central questions that have challenged philosophers in both traditions.

Class Format: discussion
Requirements/Evaluation: full attendance and participation, three short essays (6 pages each)
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: selection based on the basis of relevant background
Expected Class Size: 18
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 244 (D2) ASST 244 (D2)

Attributes: GBST South + Southeast Asia Studies Electives

Not offered current academic year

ASST 245 (F) Nationalism in East Asia

Cross-listings: PSCI 354 ASST 245 HIST 318

Secondary Cross-listing

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

Requirements/Evaluation: two short papers; final exam
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: in the following order, seniors, juniors, sophomores, then first-years
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 354 (D2) ASST 245 (D2) HIST 318 (D2)

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not offered current academic year

ASST 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)

Cross-listings: ASST 246 REL 246 ANTH 246 WGSS 246

Secondary Cross-listing

This tutorial considers India’s legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population
so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India’s diverse and fragmented society.

**Class Format:** meetings weekly, weekly writing, and discussion  
**Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week  
**Prerequisites:** none  
**Enrollment Limit:** 10  
**Enrollment Preferences:** majors in Anthropology and Sociology, Religion, Asian Studies, or Women’s, Gender & Sexuality Studies  
**Expected Class Size:** 10  
**Grading:** no pass/fail option, no fifth course option  
**Distributions:** (D2) (DPE) (WS)  

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 246 (D2) REL 246 (D2) ANTH 246 (D2) WGSS 246 (D2)

**Writing Skills Notes:** Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.  
**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.  
**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses  

Not offered current academic year

**ASST 249 (S) Political Power in Contemporary China**

**Cross-listings:** ASST 249 PSCI 247

**Secondary Cross-listing**

The People’s Republic of China has experienced rapid and extensive economic, social and cultural transformation over the past forty years. Its political system, however, is little changed. The Communist Party still monopolizes power and works hard to suppress organized opposition. Political dissent has taken various forms since 1979 but the regime has found ways to repress and divert it. Yet, in spite of the state’s efforts, opposition and dissent continue to bubble to the surface. The course will review the political development of the PRC since 1949 and, then, focus on the dynamics of political contention and regime persistence since the Tiananmen Crisis of 1989.

**Class Format:** The class will be hybrid, with both online content and in-person discussion.  
**Requirements/Evaluation:** two short papers and a final exam  
**Prerequisites:** none  
**Enrollment Limit:** 12  
**Enrollment Preferences:** Political Science and Asian Studies majors  
**Expected Class Size:** 12  
**Grading:** yes pass/fail option, yes fifth course option  
**Distributions:** (D2)  

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 249 (D2) PSCI 247 (D2)

**Attributes:** GBST East Asian Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses  

Spring 2021
ASST 250 (F) Scholars, Saints and Immortals: Virtue Ethics in East Asia

Cross-listings: REL 250 ASST 250

Secondary Cross-listing

In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from moral paragons--stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar-bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of "Virtue Ethics." This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro-American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang-tzu, Confucius, Shantideva and others.

Class Format: discussion

Requirements/Evaluation: active participation, short writing assignments, midterm, and a self-scheduled final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Religious Studies and Asian Studies majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 250 (D2) ASST 250 (D2)

Attributes: GBST East Asian Studies Electives PHIL Related Courses

Not offered current academic year

ASST 253 (F) Love and Death in Modern Japanese Literature and Visual Culture

Cross-listings: ASST 253 COMP 255

Secondary Cross-listing

Modern Japanese fiction is similar to Western fiction in many ways, but there are intriguing differences concealed within that sameness. This course investigates Japanese culture and compares it with our own, by examining Japanese literature about two universal human experiences--love and death--and asking how Japanese writers inflect these ideas in their work. The course begins with tales of doomed lovers that were popular in the eighteenth-century kabuki and puppet theaters, and that still feature prominently in Japanese popular culture today. From there we move on to a range of other relationships between love and death, including parental love and sacrifice, martyrdom and love of country, sex and the occult, and romance at an advanced age. We will focus on novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima, as well as contemporary popular fiction by writers like Murakami Haruki and Murakami Ryu. We will also give significant attention to popular visual culture, including puppet theater, comics, animation, and film. The class and the readings are in English.

Class Format: For this hybrid class, on-campus students will meet in a classroom during the scheduled class slot (observing campus distancing protocols), while off-campus students participate simultaneously via Zoom. Off-campus students must be able to Zoom in during the scheduled class times.

Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: 12

Enrollment Preferences: Students majoring or considering a major in Comparative Literature

Expected Class Size: 12
ASST 254 (S) The End of the World in Japanese Literature and Visual Culture

Cross-listings: COMP 264 ASST 254

Secondary Cross-listing

From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like The Tale of the Heike; World War II fiction and films by Ibuse Masuji, Imamura Shôhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kôbô, Murakami Haruki and Murakami Ryû; and apocalyptic comics and animation by Oshii Mamoru, Otomo Katsuhiro, and others. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Class Format: discussion

Requirements/Evaluation: in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: students majoring or considering a major in a related field

Expected Class Size: 15

Grading: no pass/fail option, yes course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 264 (D1) ASST 254 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

ASST 255 (S) Buddhism: Ideas and Practices

Cross-listings: ANTH 255 REL 255 ASST 255

Secondary Cross-listing

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: discussion

Requirements/Evaluation: full attendance and active participation; two essays

Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 255 (D2) REL 255 (D2) ASST 255 (D2)
Attributes: GBST South + Southeast Asia Studies Electives PHIL Related Courses
Not offered current academic year

ASST 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE)
Cross-listings: ANTH 256 WGSS 256 REL 256 ASST 256

Secondary Cross-listing
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy--gender, sexuality, race, and class--that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)
Prerequisites: none

Enrollment Limit: 19
Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 256 (D2) WGSS 256 (D2) REL 256 (D2) ASST 256 (D2)

Difference, Power, and Equity Notes: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality.
Attributes: GBST East Asian Studies Electives WGSS Racial Sexual + Cultural Diversity Courses
Not offered current academic year

ASST 266 (S) Confession and Deception in Japanese Literature
Cross-listings: ASST 266 COMP 266

Secondary Cross-listing
Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth-and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing;
along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijô, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like The New God and Kamikaze Girls. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Requirements/Evaluation: attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

Prerequisites: none; no familiarity with Japanese language or culture is required

Enrollment Limit: 25

Enrollment Preferences: students majoring or considering a major in Comparative Literature

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 266 (D1) COMP 266 (D1)

Attributes: GBST East Asian Studies Electives

Not offered current academic year

ASST 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: REL 269 STS 269 ASST 269 ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in -person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester ‘writing chat’ with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.
**ASST 272 (F) Art of the Noble Path: Buddhist Material Culture Across Asia**

**Cross-listings:** REL 272 ARTH 272 ASST 272

**Secondary Cross-listing**

Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion’s social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

**Requirements/Evaluation:** 3 ten-minute quizzes, weekly Glow responses, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Art History majors, Asian Studies majors, Religious Studies majors, Art Studio majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 272 (D2) ARTH 272 (D1) ASST 272 (D1)

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**ASST 273 (S) The Arts of the Book in Asia**

**Cross-listings:** ARTH 273 ASST 273

**Secondary Cross-listing**

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This course will survey the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the survey is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Williams College Museum of Art where students will have the opportunity to study original artworks from the collection.

**Requirements/Evaluation:** 2 quizzes, 2 short response papers, a final project/paper based on museum objects, 1-hour in-class final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** preference will be given to Art Majors, and then to students of any major interested in art and culture of Asia

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 273 (D1) ASST 273 (D1)
ASST 278  (F)  Buddhist Material Culture: Objects of Practice and Merit

Cross-listings: REL 278  ASST 278

Secondary Cross-listing

You've heard of the "material girl" (or boy), but what about the material Buddhist? This course encourages students to look beyond modernist ideals of Buddhism as a rational tradition of monks, monasteries and manuscripts, merely advocating mindfulness. In this course, we take Buddhist "stuff" (material culture) seriously. We explore what exactly is material culture, and what makes it Buddhist? If Buddhism is supposed to be a tradition that encourages non-attachment, then what is meant by "Buddhist material culture"? Shouldn't Buddhists be free of material things? Or, rather, who says they have to be? This course offers: (1) an introduction to the core concepts of Buddhism; (2) a brief overview of Material Religion, or the "material turn" in the study of religion; and (3) a preliminary exploration into the vast material- and spiritual worlds of Buddhist Asia, particularly China, Japan, Myanmar, Tibet, and Thailand. We begin by decolonializing Buddhism (think mandala, not only meditation; or ghosts and spirits, not just sutra). Next, we trace religious studies trends that privilege material investigations that acknowledge the agency of not only humans but also the agency of objects/things/stuff, and that emphasizes the dynamics among people, things, and spirits. We learn about these dynamics by looking closely at Buddhist stuff. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. This course includes brief experiential components on Buddhist meditation and ritual. No prior experience in meditation or Buddhism is required. This course does not assume any previous background in Buddhism, Religion, Asian Studies, or Art History.

Class Format: This class is remote with a mix of synchronous and asynchronous requirements. Synchronous meetings are limited to once a week for roughly one hour (between 60-75 minutes). Many of our synchronous requirements will feature breakout sessions into small groups for intimate, peer exchanges, followed by discussions with the entire class. A few asynchronous sessions will require community-building with your peers through some form of work exchange or reflection related to the weekly topic.

Requirements/Evaluation: Attendance and active participation 25%; Short writing assignments 25% (one-page, single-space, critical response based on class reading x 4 total); Mid-term exam 25% (identification terms, short essay); Final project and presentation 25% (initial consultation with the instructor regarding topic selection, annotated bibliography and project outline, formal written report (4-5 single-space pages), presentation, and final reflection)

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Religion and Asian Studies majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 278  ASST 278

Fall 2020

SEM Section: R1  TR 9:45 am - 11:00 am  Susanne Ryuyin Kerekes

ASST 284  (S) Introduction to Asian American History  (DPE)

Cross-listings: HIST 284  ASST 284  AMST 284

Secondary Cross-listing

This course covers the immigration of Asian to the U.S. from the 1850s to the present and the lives of both immigrants and their descendants. Possible topics are the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII and the arrival of Vietnamese to the U.S. after the war in Viet Nam.

Class Format: discussion

Requirements/Evaluation: a series of short essays and a final oral history/family history

Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 25
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 284 (D2) ASST 284 (D2) AMST 284 (D2)

Difference, Power, and Equity Notes: This course will focus on the legal barriers to Asian American immigration and citizenship that reveal the racial, class, gender, and religious biases against people from that part of the world. By examining these issues, we will see an unequal balance of power as well as the various ways Asian immigrants resisted American immigration laws and would eventually build communities in many parts of the US.
Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Not offered current academic year

ASST 297 (F) Intermediate Korean
Cross-listings: ASST 297 CRKO 201
Secondary Cross-listing
Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing.
Class Format: twice-weekly review sessions
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Program in early April
Enrollment Limit: 8
Expected Class Size: 8
Grading: no pass/fail option, yes fifth course option
Unit Notes: minimum of two students in order to schedule the course
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 297 (D1) CRKO 201 (D1)

Fall 2020
LEC Section: R1 TBA Jane E. Canova

ASST 298 (S) Intermediate Korean
Cross-listings: ASST 298 CRKO 202
Secondary Cross-listing
Continuation of intermediate skills in speaking and writing.
Class Format: twice-weekly review sessions
Prerequisites: CRKO 201
Enrollment Limit: 8
Expected Class Size: 8
Grading: no pass/fail option, yes fifth course option
Unit Notes: minimum of two students in order to schedule the course
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 298 (D1) CRKO 202 (D1)
ASST 311  Women and Art in East Asia  (DPE)

For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan and examines the construction and representation of gendered identities. We cover historical periods from as early as the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, embroidery, and even inkstones. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian Japan, the revival of Buddhist arts in Korea under the patronage of imperial women, woodblock prints of beautiful women and the male gaze in Edo Japan, and visual products by modern and contemporary women artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed.

Requirements/Evaluation: Class participation, group presentations, 4 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 12-15-page final research paper (written in stages over the semester including a 15-minute presentation)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art History and Asian Studies majors

Expected Class Size: 15

Grading:

Distributions:  (D1)  (DPE)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project

Not offered current academic year

ASST 312  (F)  The Mughal Empire: Power, Art, and Religion in India

Cross-listings: GBST 312  REL 312  ASST 312  HIST 312

Secondary Cross-listing

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

Requirements/Evaluation: participation, response papers/short essays, one final paper

Prerequisites: none, open to first-year students with instructor permission

Enrollment Limit: 25

Enrollment Preferences: History majors and potential History majors
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 312 (D2) REL 312 (D2) ASST 312 (D2) HIST 312 (D2)
Attributes: HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern
Not offered current academic year

ASST 313 (F) The People's Republic: China since 1949
Cross-listings: ASST 313 HIST 313

Secondary Cross-listing
This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

Requirements/Evaluation: active class participation, several short papers and a final research paper
Prerequisites: none (HIST 213 recommended)
Enrollment Limit: 25
Enrollment Preferences: junior and senior History and Asian Studies majors
Expected Class Size: 12-20
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 313 (D2) HIST 313 (D2)
Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia
Not offered current academic year

ASST 314 (F) Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707
Cross-listings: HIST 314 ARTH 314 ASST 314

Secondary Cross-listing
The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent--much larger than any European empire in the early modern world--and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as 'Emperors of Heaven and Earth', the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to familiarize them with a wide range of visual and written primary sources and develop a vocabulary for 'reading' these.

Requirements/Evaluation: class participation and weekly responses to readings, 4-5 short papers and a final paper
Prerequisites: students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites
Enrollment Limit: none
Enrollment Preferences: graduating seniors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 314 (D2) ARTH 314 (D2) ASST 314 (D2)

Attributes: ARTH pre-1800 Courses HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

ASST 316 (F) Feeling Queer and Asian

Cross-listings: ASST 316 COMP 313 WGSS 316

Secondary Cross-listing

This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 316 (D2) COMP 313 (D2) WGSS 316 (D2)

Not offered current academic year

ASST 319 (F) Gender and the Family in Chinese History (DPE)

Cross-listings: WGSS 319 ASST 319 HIST 319

Secondary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

Class Format: Remote in Fall 2020. Emphasis will be on synchronous discussions and small group work via Zoom (or similar).

Requirements/Evaluation: active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 15

Enrollment Preferences: History, Asian Studies, and WGSS majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

Attributes: GBST East Asian Studies Electives  HIST Group B Electives - Asia  HIST Group P Electives - Premodern  WGSS Racial Sexual + Cultural Diversity Courses

Fall 2020
SEM Section: R1  TF 1:30 pm - 2:45 pm  Anne Reinhardt

ASST 320 (S) Emotions in Modern Japanese History

Secondary Cross-listing
Emotions have been integral to the human experience—to relationships between people, political decision making, economic behavior, individual and communal identities, international affairs, and national projects. This course will consider a full range of emotions including fear, insecurity, pride, anxiety, desire, anger, and happiness. And it will examine these emotions as both actors in history and subjects of historical inquiry. We will ask how emotions have reflected and shaped the making of modern Japan. What role have emotions played in steering the course of Japanese history, from the modernizing revolutions of the late 1800s, imperialism, colonialism, and war, to the navigation of both affluence and economic insecurity in the postwar era? How have emotions been talked about and represented in modern Japan? We will also discuss different ways of researching and writing a history of emotions.

Class Format: remote with synchronous, seminar-style discussion
Requirements/Evaluation: class discussion; response papers; research paper (12-15 pages)
Prerequisites: none; open to first-year students with instructor's permission
Enrollment Limit: 15
Enrollment Preferences: History or Asian Studies majors; prospective majors
Expected Class Size: 10-12
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
ASST 320 (D2) HIST 320 (D2)
Attributes: HIST Group B Electives - Asia

Spring 2021
SEM Section: 01  TBA  Eiko Maruko Siniawer

ASST 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)

Secondary Cross-listing
An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

Class Format: remote with synchronous, seminar-style discussion
Requirements/Evaluation: class participation, response papers (500 words), two short papers (5 pages), and a self-scheduled final exam or research paper (12-15 pages)
Prerequisites: none; open to first-year students with instructors permission

Enrollment Limit: 15

Enrollment Preferences: History or Asian Studies majors/prospective majors

Expected Class Size: 10-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2)

Difference, Power, and Equity Notes: The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Spring 2021

SEM Section: 01 TBA Eiko Maruko Siniawer

ASST 342 (S) Monuments and Miniatures: Architecture and Painting in India (WS)

Cross-listings: ASST 342 ARTH 342

Secondary Cross-listing

This tutorial is designed to provide an in-depth comparative study of two of the most important cultural expressions in the history of the Indian Subcontinent: Architecture and Painting. From sprawling pleasure gardens and palaces to iconic tomb complexes and temples, the built environment has served various cultural, religious and communal functions in India. Intimate in scale, and made primarily for an elite audience, miniature painting has also performed a key role in preserving and transmitting cultural values over time and space. Despite obvious differences in scale and scope, architectural monuments and miniature paintings produced for manuscripts and albums reflect similar creative impulses. They are also often linked through their relationship to text, and can be interpreted through contemporaneous literature. In the tutorial, students will be asked to make careful analyses of the iconography, symbolism and historical frameworks of monumental architecture and miniature painting in India. Original literature in translation and recent scholarly essays will help provide the framework for considering the artworks from the perspective of their patrons, creators and audiences. We will also consider the shifting roles and meanings of these artworks through the ages. For example, what was the original symbolism of the Taj Mahal, and how has it become a highly contested, political space in contemporary India? How did grand picture albums from the seventeenth century, made for some of the most powerful emperors in global history, function as tools for political self-fashioning? And what do their modern reception as part of Western museum collections tell us about the transformation of India during the British colonial period?

Requirements/Evaluation: bi-weekly writing assignments 5-7 pages in length, short peer response papers, field trips to local museums

Prerequisites: none, open to all students

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 342 (D1) ARTH 342 (D1)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ASST 344 (S) Taswirkhana: Technique and Practice of Indian Drawing and Painting (DPE)
Cross-listings: ASST 344  ARTS 344

Secondary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

Requirements/Evaluation: Class participation, discussions and critiques, successful completion of all assignments and attendance

Prerequisites: none, open to all students

Enrollment Limit: 12

Enrollment Preferences: Preference will be given to students who have taken ARTH 343

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 344 (D1) ARTS 344 (D1)

Difference, Power, and Equity Notes: The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Spring 2021

STU Section: 01    TBA     Murad K. Mumtaz

ASST 345 (S) The Meaning of Life and Politics in Ancient Chinese Thought

Cross-listings: PSCI 345  ASST 345

Secondary Cross-listing

How can we live a good life? What standards should we use to judge how political power is constituted and used? This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese philosophy in English translation. The purpose is to gain an understanding of a number of different perspectives on life and politics, especially Confucianism, Legalism and Daoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: Yijing, Analects, Mencius, Daodejing, Zhuangzi, and Han Feizi.

Class Format: discussion

Requirements/Evaluation: two 5-page papers and one 15-page paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: preference to seniors but all are welcome.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 345 (D2) ASST 345 (D2)

Attributes: GBST East Asian Studies Electives  LEAD Facets or Domains of Leadership  PSCI Comparative Politics Courses  PSCI Political Theory
ASST 384 (F) Selected Topics in Asian American Studies  (DPE)

Cross-listings: ASST 384 AMST 384 HIST 384

Secondary Cross-listing
Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Requirements/Evaluation: papers
Prerequisites: none; open to all
Enrollment Limit: 25
Enrollment Preferences: seniors first, then anyone
Expected Class Size: 20
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 384 (D2) AMST 384 (D2) HIST 384 (D2)

Difference, Power, and Equity Notes: This class is focused on race, immigration, gender relations, and labor issues; all of which can be seen through the lens of power dynamics and inequality.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Not offered current academic year

ASST 389 (S) The Vietnam Wars

Cross-listings: ASST 389 LEAD 389 HIST 389

Secondary Cross-listing
This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper
Prerequisites: none; open to all
Enrollment Limit: 15
Enrollment Preferences: History and Asian Studies majors
Expected Class Size: 10-15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 389 (D2) LEAD 389 (D2) HIST 389 (D2)

Attributes: HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership
What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Requirements/Evaluation: class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: history majors and students with demonstrable interest in maritime/Indian Ocean history

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 391 (D2) GBST 391 (D2) ASST 391 (D2)

Writing Skills Notes: Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

Attributes: GBST South + Southeast Asia Studies Electives   HIST Group B Electives - Asia   HIST Group P Electives - Premodern   MAST Interdepartmental Electives

Spring 2021

SEM Section: 01    TBA    Aparna Kapadia

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism?
Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 412 (D2) REL 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Attributes: HIST Group B Electives - Asia

Fall 2020

TUT Section: RT1 TBA Aparna Kapadia

ASST 413 (S) History of Taiwan (WS)

Cross-listings: ASST 413 HIST 481

Secondary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History or Asian Studies majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 413 (D2) HIST 481 (D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia
Not offered current academic year

**ASST 493 (F) Senior Thesis: Asian Studies**
Asian Studies senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2020
HON Section: H1  TBA  George T. Crane

**ASST 494 (S) Senior Thesis: Asian Studies**
Asian Studies senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2021
HON Section: 01  TBA  George T. Crane

**ASST 497 (F) Independent Study: Asian Studies**
Asian Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2020
IND Section: H1  TBA  George T. Crane
IND Section: H2  TBA  George T. Crane

**ASST 498 (S) Independent Study: Asian Studies**
Asian Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2021
IND Section: 01  TBA  George T. Crane

**Winter Study**

**ASST 31 (W) Senior Thesis: Asian Studies**
To be taken by all students who are candidates for honors in Asian Studies.

**Class Format:** independent study

**Grading:** pass/fail only

Not offered current academic year
Independent Study: Asian Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Grading: pass/fail only

Not offered current academic year