

**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего образования
"Национальный исследовательский университет**

"Высшая школа экономики"

Санкт-Петербургская школа социальных и гуманитарных наук

Департамент востоковедения и африканистики

Рабочая программа дисциплины
Concepts of Contemporary Asian Studies

для образовательной программы Востоковедение
направления подготовки 41.03.03 Востоковедение и африканистика
уровень бакалавриат

Разработчик программы

Ямпольская Наталия Васильевна, nataliayampolskaya@yandex.ru

Утверждена академическим советом ОП «Востоковедение»

«__»_____ 201 г., № протокола_____

Академический руководитель образовательной программы

М.Ю.Илюшина _____

Санкт-Петербург, 2015

*Настоящая программа не может быть использована другими подразделениями
университета и другими вузами без разрешения кафедры-разработчика программы.*

Course Syllabus

Title of the course	Concepts of Contemporary Asian Studies		
Title of the Academic Program	Asian and African studies		
Type of the course	Basic		
Prerequisites	English level B1		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	82	144
Course Overview	<p>The aims of the course 'Concepts of Contemporary Asian Studies' are:</p> <ul style="list-style-type: none"> • broaden students' understanding of oriental studies as a multidisciplinary field; • to acquaint students with the basic concepts and theoretical concepts of the disciplines included in the system of oriental knowledge; • form students' ability to understand and analyze special texts and work with academic literature in English; • develop skills in participating in academic discussions, preparing reports and public speaking in English. 		
Intended Learning Outcomes (ILO)	<p>-Able to learn, acquire new knowledge, skills, including in a field other than professional</p> <p>-Able to identify the scientific nature of the problems in the professional field.</p> <p>-Able to solve problems in professional activities based on analysis and synthesis</p> <p>-Able to assess the need for resources and plan their use in solving problems in professional activities</p> <p>-Able to work with information: to find, evaluate and use information from various sources, necessary to solve scientific and professional problems (including on the basis of a systematic approach)</p> <p>-Able to create research, expert and analytical texts, based on the basic principles of their organization and choosing genres to adequately set the task</p> <p>-Able to perceive, reproduce, analyze and create texts / messages orally and in writing on Russian and Asian languages for the purposes of personal, business and professional communication</p> <p>- Able to perform qualitative and quantitative analysis of phenomena and processes in the professional sphere based on a systematic approach</p>		

	-Able to study problems based on incoming information, organize and support the discussion of various options for solving problems in the field of intercultural communication				
Teaching and Learning Methods	The main teaching and learning methods include lectures, readings and self-study.				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Asian Studies in the Modern World	2	2		
2	Orientalism	30	2	6	22
3	The Colonial Discourse in Asian Studies	30	2	6	22
4	The Postcolonial Discourse and Subaltern Studies	30	2	6	22
5	The Mythologization of the Orient	22	2	4	16
Total study hours		114	10	22	82
Indicative Assessment Methods and Strategy	<p>Assessment: written examination (50%) - 1 hour exam; coursework (50%);</p> <p>Coursework: essay (50%); presentation (50%)</p> <p>The essay should cover the following topics:</p> <ol style="list-style-type: none"> 1. Latent and manifest Orientalism as explained by Edward Said. 2. The Orient in the eyes of European travelers in the Middle Ages. 3. The works of Gayatri Spivak and their impact in the field of Asian Studies. <p>In light of what you have learned on the course in no more the 1500 words.</p> <p>The presentation is an independent work on a topic that has a problematic character and requires an analytical approach. The report is prepared from one or more sources; it should be clearly structured, the presentation should be coherent and consistent. Citing cases are specifically negotiated. The evaluation criteria also include compliance with the content of the stated topic, possession of information, completeness of disclosure of the topic, consistency and reasoning of conclusions, compliance with academic style, literacy of the English language. The topics of the reports can be chosen from those recommended during the course or offered by the student independently (cases of self-selection of the topic of the report are negotiated with the teacher)</p> <p>Test results are graded as follows:</p>				

- «Excellent» (8-10) - A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
- «Good» (6-7) Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
- «Satisfactory» (4-5) Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
- «Fail» (0-2) Fails to demonstrate any appropriate knowledge.

The final exam will take the form of essay based on the materials of the course and literature. The basis for lowering the assessment are: unsystematic response, unclear presentation, incomplete disclosure of the question raised, errors and inaccuracies in the presentation of facts, incorrect use / disclosure of terms and concepts, gross grammatical and lexical errors.

Approximate correspondence of estimates on a 10-point system and the number of errors

Test results are graded as follows:

10 - brilliantly, 1 inaccuracy is possible;

9 - 1 error and 1 inaccuracy;

8 - 2 errors, inaccuracies are possible;

7 - 3 errors / inaccuracies or partial distortion of the meaning;

6 - 4 errors, violation of the response logic;

5 - 5 errors, a significant violation of logic;

4 - 5 errors, inaccuracies, the topic is not fully disclosed;

3, 2, 1 - more than 5 errors, the topic is not fully disclosed, the essay logic is not visible.

Readings / Indicative Learning Resources

Mandatory

1. Hourani, A. (1984). Middle Eastern studies today. *Bulletin of the British Society for Middle Eastern Studies*, 11(2), 111. Retrieved from <http://proxylibrary.hse.ru:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=75992103&site=eds-live>
2. Shorter, F. C. (1966). The Application of Development Hypotheses in Middle Eastern Studies. *Economic Development & Cultural Change*, 14(3), 340. <https://doi.org/10.1086/450169>
3. Hook, D. (2002). Edward Said and the Writing of History; Edward Said: A Critical Introduction; The Edward Said Reader. *Theoria*, 118. Retrieved from <http://proxylibrary.hse.ru:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgis&AN=edsgcl.98135643&site=eds-live>
4. Bristow, J. (2018). The Homoerotics of Orientalism. *Twentieth Century Literature*, (2), 247. Retrieved from <http://proxylibrary.hse.ru:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsglr&AN=edsgcl.543464879&site=eds-live>
5. Curaming, R. A. (2006). Towards a Poststructuralist Southeast Asian Studies? *SOJOURN: Journal of Social Issues in Southeast Asia*, 21(1), 90–112. <https://doi.org/10.1355/SJ21-1E>

Optional

1. Christian K. Wedemeyer. (2001). Prisoners of Shangri-La: Tibetan Buddhism and the West Donald S. Lopez, Jr. *History of Religions*, 41(2), 186. Retrieved from <http://proxylibrary.hse.ru:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.3176665&site=eds-live>
2. Ali BEHDAD. (1990). Orientalist Desire, Desire of the Orient. *French Forum*, 15(1), 37. Retrieved from <http://proxylibrary.hse.ru:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.40551507&site=eds-live>
3. Fowler, C. (2007). *Chasing tales: travel writing, journalism and the history of British ideas about Afghanistan*. Amsterdam: Rodopi. Retrieved from <http://proxylibrary.hse.ru:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edshlc&AN=edshlc.011391693.0&site=eds-live>
4. Sanjeev Kumar. (2013). Can the Subaltern Speak? *Economic and Political Weekly*, 48(21), 4. Retrieved from <http://proxylibrary.hse.ru:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.23527405&site=eds-live>
5. Alexander, N. (2002). The question of Middle Eastern Studies. *Judaism: A Quarterly Journal of Jewish Life and Thought*,

	(2), 149. Retrieved from http://proxylibrary.hse.ru:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsglr&AN=edsgcl.89233407&site=eds-live		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	36
	Assignments for seminars / tutorials / labs	-	
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	+	36
	Other (please specify)	-	
	Preparation for the exam	+	10
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	Laptop/computer with the access to Internet		
Course Instructor	Associate professor Yampolskaya Natalia		

Annex 1

Course Content

I. ASIAN STUDIES IN THE MODERN WORLD.

LECTURE 1. The international landscape of Asian Studies (a brief introduction).

The lecture aims to outline the ‘research geography’ of Asian Studies in the Western world, and inform the students of further educational and research opportunities worldwide. An introduction to the main universities, research centres, international projects, journals, libraries that play a defining role in the field of Asian Studies (including a brief insight into the history of the most prominent institutions); international master’s, postgraduate, postdoc programmes (with a focus on the differences in the procedures of admission, study, defense, etc.). Asian (Oriental) Studies as a multidisciplinary field of research. An overview of the disciplines within the field of Asian Studies: philology, history, anthropology and ethnography, sociology, study of religion, area studies, codicology and manuscriptology, etc. The current trends of research in the field with a focus on the main research centres and contributors.

LECTURE 2. The basic concepts of Asian Studies.

An introduction into the key terms used in the field of Asian Studies internationally on the interdisciplinary level. From Oriental Studies to Asian Studies: the history of the problem, the current controversy. The Orient and the Occident. East Asian Studies, Sinology, Islamic Studies. Imperialism, Colonialism, Postcolonial Studies, Subaltern studies.

II. ORIENTALISM.

LECTURE 3. The works of Edward Said, their impact and criticism.

The lecture gives an overview of the contribution made by Edward Said in his most eminent works, including “Orientalism”, “Covering Islam”, “Culture and Imperialism”, etc. The main concepts of his theory are outlined in order to show the significance of these works, as well as the evolution of his thought. An overview of the criticism that “Orientalism” received in different fields of research is aimed to give a basis for further seminar discussions.

SEMINAR 1. Orientalism: understanding Edward Said.

The seminar is built around presentations that summarize select chapters from Edward Said’s “Orientalism” — a book that shaped the discourse of Asian Studies in the last four decades. Students are offered to study, summarize and present their understanding one of the four chapters from the book (listed below). The seminar features four ten-minute presentations followed by discussions. Attending the seminar requires reading the suggested literature.

SEMINAR 2. The Asian Other: applying the Orientalism theory to the fields of art and culture.

The seminar focuses on rethinking the ideas of Edward Said, their geography extended to the regions of the Far East and South East Asia. The articles offered to the students deal with literature and visual arts of the 19th and 20th centuries, critically applying the Orientalism theory to this material. The seminar features four ten-minute presentations followed by discussions. Attending the seminar requires reading the suggested literature.

Suggested presentation topics:

1. Orientalism in 19th century art.
2. Orientalism reconsidered: Kipling’s accounts of the Far East and South East Asia.
3. Issues of feminism and objectification: Asian women in 20th century photography.
4. A view from the Orient: the perception of Orientalism in the Far East.

III. THE COLONIAL DISCOURSE IN ASIAN STUDIES.

LECTURE 4. The history of Asian (Oriental) Studies in the West.

The early history, the Middle Ages, the Renaissance, the 19th century. The academic disciplines and areas of research in Oriental Studies in the eighteenth–nineteenth centuries: romantic Orientalism. The Asiatic Society, the American Oriental Society. Imperialism and Colonialism.

LECTURE 5. The Orient in the academic discourse of the Imperialist era.

Max Müller and “The Sacred Books of the East”. The development of Indology as an academic discipline as an example of the transition from romantic idealization (the ‘noble savage’) to the justification of colonization. The origins of Islamic Studies. The beginnings and development of Sinology. The fundamental tasks of Oriental Studies in the eighteenth–nineteenth centuries as compared to the modern research in the field.

SEMINAR 3. Early accounts of the Orient in Western Sources.

The seminar is built around reading and discussing publications that analyze early European accounts of the Orient from the Middle Ages and Renaissance. Particular attention is given to select chapters from the book “Before Orientalism: Asian Peoples and Cultures in European Travel Writing, 1245-1510” published by Kim Phillips in 2014. The seminar features four ten-minute presentations followed by discussions. Attending the seminar requires reading the suggested literature.

Suggested presentation topics:

1. Renaissance humanists and the Turkish problem.
2. Food and Foodways.
3. Feminites.
4. Bodies.

SEMINAR 4. The Christian West and Asian Religions.

The presentations and discussions revolve around the study of Asian religious texts in Europe in the eighteenth–nineteenth centuries. Particular attention is paid to reading select chapters from “The Birth of Orientalism” by Urs App — a thorough account of the discovery of Asian religions in the West in the eighteenth century. The seminar features four ten-minute presentations followed by discussions. Attending the seminar requires reading the suggested literature.

Suggested presentation topics:

1. The West meets Hinduism.
2. The West meets Buddhism.
3. An early attempt to interpret Chinese Buddhism.

4. Accounts of Islam in seventeenth century India.

IV. THE POSTCOLONIAL DISCOURSE AND SUBALTERN STUDIES.

LECTURE 6. Postcolonial Studies.

Postmodernism and Postcolonialism (the different meanings of the term clarified). Postcolonialism as an ideological response to Colonialism. Anthropology, sociology, politology, literature studies. Notable contributors. The comparative science of cultures and the challenges of modern social sciences. Criticism of the postcolonial theory.

LECTURE 7. Subaltern Studies.

The origin of the term *subaltern* (Marxism and Antonio Gramsci). The history from below. Essentialism and anti-essentialism. Notable contributors. The works of Gayatri Spivak. Criticism.

SEMINAR 5. Postcolonial studies in various fields.

The presentations and discussions focus on reading research articles that apply the Postcolonial theory to various fields of research. The seminar features four ten-minute presentations followed by discussions. Attending the seminar requires reading the suggested literature.

Suggested presentation topics:

1. Analyzing the Other: an anthropological account.
2. Deconstrucion in the field of international relations.
3. Asian Studies and Globalization.
4. Western views on modern China: the socio-economical perspective.

SEMINAR 6: Exploring the Subaltern.

The presentations and discussions are built around texts that give a deeper insight into Subaltern Studies, both in theory and practice. The seminar features four ten-minute presentations followed by discussions. Attending the seminar requires reading the suggested literature.

Suggested presentation topics:

1. Rethinking the works of Gayatri Spivak.
2. Subaltern Studies: a critical history.
3. A case study: the Lhasa uprising and the subaltern discourse in Tibetology.
4. A case study: subaltern voices in modern China.

SEMINAR 7. Academic and social rhetoric after 9/11.

The seminar aims at applying the knowledge and skills acquired at lectures 1–7 and seminars 1–6 to reading and analyzing texts that deal with the discourse of terrorism in academia and the society in the recent decades. The seminar features four ten-minute presentations followed by discussions. Attending the seminar requires reading the suggested literature.

Suggested presentation topics:

1. Orientalism after 9/11.
2. Art, literature and terrorism (a case study).
3. Orientalism, terrorism and gender studies.
4. A case study: Practical Orientalism and the Danish society.

V. THE MYTHOLOGIZATION OF THE EAST.

LECTURE 8. Creating the Asian Myth.

The notion of mythology. Natural mythology and deliberate mythologization. The general Western ideas of the East in the precolonial, colonial and postcolonial periods. The basic sources of the mythologization of the East. The tabooed geo-cultural barriers between the Orient and the Occident. Eastern people in the West, myth and reality – the problem of Asian refugees in Europe. The consequences of the mythologization of the East.

This lecture requires no obligatory reading.

LECTURE 9. Mythologization of Asia in Western art and popular culture throughout the nineteenth–twentieth centuries.

Art, literature, cinema, photography, tourism. The gap between the academic studies of the East and its representation in arts. Modern travelogues and the Internet.

SEMINAR 8. Mythologizing Asia.

The seminar is built around presentations that refer to the phenomenon of creating myths around various aspects of Asian cultures in the fields of history, study of religion and politics. The seminar features four ten-minute presentations followed by discussions. Attending the seminar requires reading the suggested literature.

Suggested presentation topics:

1. Mythologizing Asian religion.
2. “The land of rocks, sands, deserts, ice and snow”: the British legends of Afghanistan.
3. Deliberate myths in politics: the China Threat.

4. Re-defining the Orient: the British Empire and the Middle East.

SEMINAR 9. Representations of Asia in Western popular culture of the nineteenth and twentieth centuries.

The seminar focuses on the Asia-related myths created in modern popular culture. The students are encouraged to suggest presentation topics based on their personal experiences (e. g. analyzing films and texts from the mythologization perspective). The seminar features four ten-minute presentations followed by discussions. Attending the seminar requires reading the suggested literature.

Suggested presentation topics:

1. Western visions of Japan.
2. Mark Twain and the Muslim Orient.
3. Western myths of Tibet.
4. The Vietnam War and American popular culture.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.
-

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.