

LIT 2120, Section 3613, Spring 2008
“The Orient/The East”: Asian & Asian Diasporic Childhoods 1930 - 2008

Course Meeting: Tues 1:55-2:45 & Thurs 1:55-3:50 (period 7/8) Room: CBD 210

Instructor: Jaimy Mann

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Office hours: 12:50-1:50 Tues & 1:10 -1:50 Thurs

Course website: www.clas.ufl.edu/users/jmmann/

Course Description and Objectives

The purpose of this course is to introduce a sampling of Asian and Asian diasporic literature and history from Iran, Korea, China, India, Vietnam, and Japan. Theories, such as Edward Said’s “Orientalism,” will help us think through what it means to study “The Orient” or “The East” more broadly – which explains my inclusion of Persepolis, a text dealing with Iran, technically a “Middle-Eastern,” rather than “Asian” nation, although it is certainly “Oriental.” The non-fiction essays and documentaries will enable us to historicize and contextualize the literature and films. We will explore gender, race, nationality, sexualities, trauma, subversion, imperialism, colonialism, and war. Readings cover an historical sweep from the 1930s/ World War II to present day. We will cover texts from a variety of genres, including novels, short stories, graphic novels, theoretical works, films, and video games.

The texts are not children’s literature, although some could be classified as young adult, however, “childhood” is the larger rubric we will use to examine primary texts. Childhood here includes adolescence and coming-of-age. Using theories about childhood, some of the questions we will work through are: What is childhood? How and why is childhood used as a vehicle to tell a story? How do Western theories about childhood apply (or not) to the non-Western child?

We will also think critically about how the texts are informed by its background and how the characters’/authors’ daily lives are reflected. Most importantly, we will explore how history informs current events and perceptions. We will also discuss how to write cohesive essays that analyze texts. Thus, the class will also spend some time reviewing various approaches to writing. Writing about these texts in a logical manner will allow students to strengthen their ability to construct a robust thesis that is supported by credible arguments and sources. We will also review MLA formatting as well as common style and grammar guidelines.

Required Texts

- Persepolis by Marjane Satrapi (2003, Iran & France)
- A Gift of the Emperor by Therese Park (1997 Korea, U.S.A.)
- Dr. Spock on Vietnam (1968, U.S.A) by Dr. Benjamin Spock and Mitchell Zimmerman
- Woman Warrior (Chinese America, 1975)
- American Born Chinese by Gene Luen Yang (Chinese America, 2006)
- Behind the Red Mist by Ho Anh Thai (Vietnam, 1998)
- Confessions of a Mask by Yukio Mishima (Japan, 1948)
- Coursepack

The texts are available at **Orange and Blue Textbooks**. The bookstore is located at 309 NW 13th St. (352) 375-2707.

In-Class Films

You are responsible for watching these films even if you are absent on the day of the screening.

- Adventures of Prince Achmed (Germany, 1926)
- Cyclo (Vietnam and France, 1995, dir. Tran Anh Hung)
- Spirited Away (Japan, 2000)
- Film about Mishima TBA

Coursepack Bibliography

Aries, Phillip. Centuries of Childhood.

Berger, John. Excerpt from Ways of Seeing. An Introduction to Women's Studies: Gender in a Transnational World. 269-273.

Higonnet, Anne. "Knowing Childhood." Pictures of Innocence: the History and Crisis of Ideal Childhood. 193-225.

Nagel, Joane. "Sex and War: Fighting Men, Comfort Women, and the Military-Sexual Complex." Feminist Frontiers: Seventh Edition. Ed by Verta Taylor, Nancy Whittier, and Leila J. Rupp. Boston: McGrawHill, 2007. 441-452. (2003)

Nguyen, Mimi. "Viet Nam: Journey/Journey." An Introduction to Women's Studies: Gender in a Transnational World. 435-439.

Said, Edward. "Preface" and "Introduction." Orientalism. New York: Vintage Books, 1979 and 2003. xiii- 28.

Takahashi, Rita. "U.S. Concentration Camps and Exclusion Policies (1998): Impact on Japanese American Woman." Women's Lives: Multicultural Perspectives. 457-463.

Participation and Discussion

(1) Participation: Participation involves completing scheduled readings in full before the class meeting in which we will discuss them, taking notes on the readings, and being prepared to discuss them. Students should contribute to the course by responding to the questions, as well as by interacting with other students and their ideas. Read carefully and thoroughly before class; and, listen attentively and respond thoughtfully while in class. Think about how you might draw other class members into the conversation. If you are very quiet, think about how to contribute more regularly. If you talk a great deal, focus on learning how to encourage others to participate and share their ideas as well.

(2) Discussion Questions: Each student will be responsible for submitting discussion questions on one of the texts we read during the semester. The student should prepare a series of questions (roughly 4 or 5) to stimulate discussion and direct our approach to the current text. These questions may be based on the student's own close reading of the text, research from scholarly sources, or attempts to integrate the text with previous readings in the course. Questions will serve as potential guides for our discussion in a given class meeting. **Questions should be distributed via email at least 24 hours before class starts.** All other students should print out the questions and bring them to class. Students submitting questions in a given week should assume added responsibility for the material covered that week, including contributing more to discussion.

(3) Attendance and Tardiness: **Failure to attend more than three class meetings will result in your grade being lowered.** The final course grade will be lowered by 5 points for each absence in excess of 3. **If you miss more than five classes, you will fail the course.** Three tardies = one absence. Absences may be excused in the event of student commitments within the University of Florida's Athletic, Music or Theater departments. Students should request excused absences from the instructor prior to the date(s) missed and in writing to the instructor. Prolonged absences from this course will not be permitted under any circumstances.

Presentations

Each student will give one 10-15 presentation on a primary text for children we will not be discussing in class. Students may choose from a list of texts (picture books, YA novel, film, TV show, video game, etc.) or students may present their own text upon instructor's approval. **If you miss your date or are unprepared, you will not receive an alternate date.** This assignment is designed to evaluate students' research, organization, and presentation skills and to enable a sharing of an important topic with classmates that we will not have covered.

- You must choose a text from the list provided or clear a different text for my approval.
- Presentation must be 10-15 minutes. Do not go overtime. If you have technical difficulties we can allow some time to fix the technology.
- Briefly summarize and explain your text.
- Connect your chosen text to theory and texts we have discussed in class.
- Distribute a photocopied handout of some quotes, outlined material, and/or questions. This does not need to be MLA format. Any font will do.
- PowerPoint and video clips are **highly** encouraged.

Emailed responses

Students must email at least 10 responses. Students will either respond to a prompt or engage in a free-write response to the week's texts each weekend. Students must write a minimum of a 250 words in each entry. These responses will be graded on a check system. Students will receive a "√" for full participation in the weekly responses. A "√-" will be received for inadequate or sloppy responses. The final grade will be determined by the number of "√"s. 10 "√"s would be 100, 9 "√"s and one "√-" would be 95, etc. The deadline for each week's response is Monday at noon.

Essays

Three essays will be due throughout the semester. The final essay will ask students to employ outside sources that help them support their interpretive argument about a text discussed in class from a critical perspective. More directions will follow.

Essays must be typed in the 12-point Times New Roman typeface with a maximum of 1" margins all around. Your essay must follow MLA formatting guidelines.

Essays will lose ten points for every class period they are late. Thus, you will lose twenty points if the essay has not been turned in during a two-period Tuesday class.

You can e-mail me essays only if you know you will be absent on the day it is due and you want to avoid losing points. Otherwise, all essays must be turned in as hard copy.

Final Grade Breakdown

Essays and quizzes will be graded on a numeric scale of 0-100 wherein 0-59 is a failing "E," 60-69 is a "D," 70-76 is a "C," 77-79 is a "C+," 80-86 is a "B," 87-89 is a "B+," and "90-100" is an "A."

Essay #1 (3 page essay)	10%
Essay #2 (3 page)	15%
Essay #3 (8-10 page)	20%
10 responses (250+ words per entry)	20%
In-Class Participation	10%
Presentations	15%
Brainstorming	10%

Conference and Office Hours

My office hours are for you. Please e-mail me if my scheduled office hours do not fit your schedule so that we can arrange a more suitable meeting time. You should feel free to drop by to discuss assigned readings, your thoughts about the course, and your essays. This includes coming up with a topic, developing your argument, writing, revising, and editing your essay. Do not think about conferences and office visits as a way to solve problems. For many people, these meetings help them better articulate their ideas and improve their writing.

Course Policies

Political Disclaimer: We will cover material in this course which students may consider graphic or offensive in terms of sexuality, violence and/or other political perspectives. By remaining enrolled in this course, you are agreeing to complete all assignments and participate in discussions, regardless of objections you might have on these grounds. All ethical perspectives and opinions will be tolerated and respected both by the instructor and by all class members at all times.

Multiple Copies: Students should retain a printout, photocopy and/or electronic version of all submitted materials. **Do not submit your only copy of any written work.**

Email and Class Web page: You are expected to check your email and the blogspot daily; I will frequently give class information, assignments, and links in emails or blog form for which you will be responsible. Plus, discussion questions and blogs are posted online.

Incompletes: No Incompletes will be assigned under any circumstances. A student failing to complete this course at the end of the semester will receive a failing grade.

Classroom Etiquette: Audio recordings of class may not be made without instructor approval. Any disruptive behavior, as defined in the Student Handbook, will not be tolerated. I reserve the right to remove you from the classroom if you are being disruptive – this includes texting while in class. Turn your cell phones and pagers to off or silent while class is in session. Please notify me if you have a personal emergency and you must keep your cell phone on. You may not use laptops or other computer devices in class. If you must use one due to a disability please have the Dean of Students Office notify me.

Gordon Rule: To graduate, students must complete courses that involve substantial writing for a total of 24,000 words. This course meets the requirement of E6 classes: Coursework with at least 6,000 words. In this class,

1. The student must write a minimum of 6,000 words in the course (one double spaced, typed page in 12 point type is 300 words).
2. This written work must be evaluated on the effectiveness, organization, clarity, and coherence of the writing as well as the grammar, punctuation and usage of standard written English.
3. The student must be provided feedback on the written work submitted.
4. Teamwork or writing done by a group or team, class notes, in-class essay examinations, and term papers submitted too late in the semester to be returned to students in class cannot be used to meet the minimum word requirement. Drafts cannot be counted separately from final drafts as part of the total number of words completed during the course.

For more information about the Gordon Rule, see:

<http://www.cba.ufl.edu/gened/gordonrule.asp>

Academic Honesty: All students are required to abide by the Academic Honesty Guidelines that have been accepted by the University. The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students are expected to pursue knowledge with integrity. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to act with integrity. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions in paragraph XIV of the Student Conduct Code. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule 6C1-4.017).

Plagiarism is a serious violation of the Student Honor Code. You commit plagiarism when you present the ideas or words of someone else as your own. Remember, you

are responsible for understanding the university's definitions of plagiarism and academic dishonesty, which include the following:

- Submitting all or part of someone else's work as if it is your own.
- "Borrowing," without crediting the source, any of the following:
 - Any part of song lyrics, poetry, or movie scripts
 - Any part of another person's essay, speech, or ideas
 - Any part of an article in a magazine, journal, newspaper
 - Any part of a book, encyclopedia, CD-ROM, online WWW page, etc.
 - Any idea from another person or writer, even if you express that idea in your own words.
- "Borrowing" verbatim text without enclosing it in quotation marks and citing the source.
- Making "duplicate submissions" of assignments - that is, submitting work in one class that you also submit in another class.
- "Collaborating" or receiving substantive help in writing your assignment unless such collaboration is part of the given assignment. (However, you may receive general advice from tutors, writing lab instructors, or OWL staff.)
- Failing to cite sources, or citing them improperly.

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

Additionally, under certain circumstances, I consider turning in work you have done for another class to be cheating. If you would like to connect two assignments from, or expand on previous research for, another class, please talk to me about how you can do this in a manner that is fair to your classmates.

All acts of willful *and* inadvertent plagiarism will result in a "0" for that particular assignment and will likely result in failure of the entire course.

You may also be forced to appear before the Honor Court and face expulsion from the university.

For more information about academic honest, including definitions of plagiarism and collusion, see: <http://www.dso.ufl.edu/judicial/academic.php>

Harassment. It is the policy of The University of Florida to provide an educational and working environment for its students, faculty and staff that is free from sex discrimination and sexual harassment. In accordance with federal and state law, the University prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students, faculty, staff and visitors to promptly report sex discrimination and sexual harassment. For University of Florida policies and information on harassment, please consult <<http://www.aa.ufl.edu/aa/affact>>.

Students with Disabilities: The University of Florida complies with the Americans with Disabilities Act. The Disability Resources Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. Staff at the Disability Resource Center will assist any student who registers as having a disability. Official documentation of a disability is required to determine eligibility for appropriate classroom accommodations. The professional employees at the Disability Resource Program serve as full-time advocates for students with disabilities ensuring students have physical and programmatic access to all college programs.

For more information about Student Disability Services, see: <http://www.ufl.edu/disability>

Grade Complaints: If you disagree with your final grade on an assignment, I will be more than happy to discuss it with you after a twenty-four-hour waiting period. If, however, you disagree with multiple assignment grades or your final grade, there are certain Department of English procedures you need to be aware of.

If you disagree with the final grades on several assignments and are concerned that your final grade will be unsatisfactory or unfair, you can obtain a grade appeal form from the

Department of English. If you disagree with your final course grade, it may simply be the result of a clerical error, which I can double check. If I determine that your grade is not the result of a mistake, you should talk to the Director of Writing Programs, Dr. Sidney Dobrin.

Tentative Course Schedule

Additional readings may be assigned throughout the semester.

WEEK 1: Introductions

1/8 Syllabus Review

1/10 instructor modeling of discussion questions for "Orientalism." Brainstorm
Iran. PBS documentary: Showdown with Iran 2007.

WEEK 2: Iran & Orientalism

1/15 Coursepack: "Orientalism." Discussion question sign-up sheet.

1/17 Persepolis Adventures of Prince Achmed.

WEEK 3: Korean Comfort women & the military-sexual complex

1/22 Persepolis Brainstorm Korea (group1)

1/24 A Gift of the Emperor Coursepack: "Sex and War: Fighting Men, Comfort
Women, and the Military-Sexual Complex."

WEEK 4

1/29 ELECTION DAY A Gift of the Emperor Coursepack: "Sex and War: Fighting Men,
Comfort Women, and the Military-Sexual Complex."

1/31 Brainstorm China (group2) Presentation sign-up sheet

WEEK 5: Chinese America/Asian America

2/5 Brainstorm (Asian stereotypes/racism in U.S. group1) The Woman Warrior &
coursepack "Ways of Seeing."

2/7 The Woman Warrior cont. & American Born Chinese

WEEK 6

2/12 American Born Chinese

2/14 Brainstorm Vietnam group2 **Due: Essay #1 proposal** thesis exercise

WEEK 7: Theories of Childhood

2/19 Coursepack: "Centuries of Childhood." "Knowing
Childhood."

2/21 Individual conferences No class **Due: Essay #1**

WEEK 8: Vietnam and the American War

2/26 Individual conferences No class

2/28 Dr. Spock on Vietnam Coursepack "Viet Nam: Journal/Journey"

WEEK 9: Contemporary Vietnam

3/4 Cyclo

3/6 Cyclo & discussion

WEEK 10 – Spring Break

WEEK 11

3/18 Behind the Red Mist read to page 102 (“The Man Who Believed in Fairy Tales”)

3/20 Behind the Red Mist **Due: Proposal for Essay #2**

WEEK 12: Post WWII Japan & Japanese Americans

3/25 Coursepack “U.S. Concentration Camps and Exclusion Policies” Brainstorm Japan
(in class groupwork) novel prep & film clip

3/27 Confessions of a Mask first half of book

WEEK 13

4/1 Confessions of a Mask **Due: Essay #2**

4/3 Confessions of a Mask

WEEK 14: Contemporary Japan

4/8 Spirited Away (in-class film)

4/10 Spirited Away & discussion

WEEK 15

4/15 student presentations

4/17 student presentations

WEEK 16

4/22 student presentations

FINALS WEEK – No Class

4/29 **Due: Essay #3 by noon in my mailbox**