

**ANT 205G Cultures of Colonial Asia**  
**Syllabus – Spring 2010**  
**(A&S 10006, Holt 10690)**

**Robert L. Moore**  
**CSS 106/Ext. 2626**

**Course Description**

This course is a survey of colonized Asian countries (e.g., China, Indonesia, Vietnam, India, Iran and others) during the nineteenth and twentieth centuries. We will consider the cultural values and religious traditions of these Asian societies and their response to the domination of colonial powers in light of recent theories about the nature and long-term significance of colonialism.

**Course Goals**

This course will familiarize students with some of the experiences different populations in Asia have faced during the nineteenth and twentieth centuries as they have adapted to and sometimes resisted the incursions of western powers. By the end of the course a student will be able to (1) identify the most important factors that led to western incursions and conquests of Asian territories; (2) explain how western and Asian perspectives on the colonial relationship differed, particularly in such key regions as China, India, Vietnam and Iran; (3) describe some of the techniques of resistance employed by colonized peoples; (4) compare the colonial era to the current era of globalization; (6) identify gender- and ethnic-based notions of “the other” that stem from the colonial experience; (7) demonstrate an understanding of a point of view characterizing a nonwestern culture including awareness of basic beliefs that are not typical of most western cultures; (8) Explain how a given institution or symbol system in a nonwestern culture enhances the viability of that culture or serves the purposes of some social group or category within that culture.

**Academic Standards, Attendance and Participation**

You should expect that class assignments will require two to three hours outside of class for every hour in class. Budget your time accordingly. Attendance is crucial for success in this course. Come to class prepared. Don't be shy about taking the initiative to help move the class discussion along. Raise points that you think are worth special attention and ask questions on points that are unclear. More voices make things more interesting, and everyone should have an opinion about the key issues in the material covered. Don't let unexpected circumstances such as illnesses throw you off. Prepare ahead in completing your assignments so that even if personal or other events cut into your schedule, you will be able to hand everything in on time.

**Texts:**

*English Lessons: The Pedagogy of Imperialism in Nineteenth-Century China* by James L. Hevia

*Gandhi: His Life and His Message for the World* by Louis Fischer

*All the Shah's Men: An American Coup and the Roots of Middle East Terror* by Stephen Kinzer

A number of articles are also required reading. These are listed in the Class Schedule (*italicized*) and are available on-line via the Olin Library website. The password is “Asia.”

**Grades:** Grades will be based on three in-class exams (25% each), the third of which is the final exam. Quizzes and other in-class and take-home writing assignments will, all together, be worth 20%. Attendance and participation will account for 5%.

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|-----------------------|--------|----|-------|----|-------|----|-------|----|------|---|
| <b>Grading scale:</b> | 93-100 | A  | 87-89 | B+ | 77-79 | C+ | 67-69 | D+ | 0-59 | F |
|                       | 90-92  | A- | 83-86 | B  | 73-76 | C  | 63-66 | D  |      |   |
|                       |        |    | 80-82 | B- | 70-72 | C- | 60-62 | D  |      |   |

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### **General Education Requirement**

ANT 205 G fulfills the General Education C requirement. A key purpose of this requirement is to allow students to develop an awareness of the diversity of human cultures and specifically to deepen their understanding of one or more non-western cultures. In accordance with the C requirement standards you will write two essays, in one of which you demonstrate your understanding of a point of view that reflects your grasp of a basic cultural perspective or belief that is not typical of Western cultures. The second essay will require that you explain how a particular institution or cultural system functions to support the society wherein it exists, or promotes the interests of a specific group within that society.

Students will write a take-home essay in which they identify a cultural belief or value that is challenged by the presence of a colonial power and describe the ways in which the cultural belief or value helped shape the local reaction to the colonial presence.

Students will write a second essay analyzing the power relations between a colonized people and the colonizers with special attention to the means of subjugation (e.g., military, economic, or via control of information) employed by the colonial authorities, and the responses of the local population to this subjugation. Or, alternatively, the analysis may focus on the power relationships between different groups within the colonized population.

### **THE ACADEMIC HONOR CODE**

Membership in the student body of Rollins College carries with it an obligation, and requires commitment to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

**“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”**

Material submitted electronically should contain the pledge: submission implies signing the pledge.

**Plagiarism:** You must distinguish clearly between your work and the work of others. To do otherwise may constitute plagiarism. The formal policy is: “If you fail to acknowledge borrowed material, then you are plagiarizing. Plagiarism is literary theft. When you copy the words of another, put those words inside quotation marks, and acknowledge the source with a footnote. When you paraphrase another’s words, use your own words and your own sentence structure, and be sure to use a footnote giving the source of the idea. A plagiarist often merely changes a few words or simply rearranges the words in the source.” (*Harbrace College Handbook*, p. 407)

**Video and Test Make-ups:** Video and test make-ups are available with excused absences. You are responsible to contact Mrs. Byrd ([hbyrd@rollins.edu](mailto:hbyrd@rollins.edu) or extension 2670) to schedule your missed video.

*Be sure to refer to your **Rollins** email address regularly since assignments and other information will be sent to you at that address. This **class is available on Blackboard**. Check the Assignments and Course Materials sections of Blackboard regularly.*

**TPJ Center Support:** Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (Box 2613) - Thomas P. Johnson Student Resource Center. Appointments can be scheduled by calling 407-646-2354 or email: [gridgateway@rollins.edu](mailto:gridgateway@rollins.edu)

**Semester Schedule:** The schedule on the following page provides a general outline for the items to be covered, the reading assignments and the exams for this semester.

*Changes in specific dates may occur and it is the student's responsibility to keep up with any changes by attending class regularly.*

## COURSE OUTLINE

| DATE        | TOPIC                                                                       | READING                                  |
|-------------|-----------------------------------------------------------------------------|------------------------------------------|
| Jan. 13     | Introduction                                                                | Spivak                                   |
| Jan. 20     | <b><i>MLK HOLIDAY: JAN. 18</i></b><br>Imperialism, Colonialism and China    | Hevia : pp. 1-73                         |
| Jan. 25/27  | Reterritorializing China                                                    | Hevia : pp. 74-184                       |
| Feb. 1/3    | Making China Equal                                                          | Hevia: pp. 185-281                       |
| Feb. 8/10   | History & Memory: Triumph or Humiliation                                    | Hevia: pp. 282-350                       |
| Feb. 15/17  | <b>EXAM I - Monday</b>                                                      |                                          |
| Feb. 22/24  | The Subaltern's Voice                                                       | <i>Fanon</i><br>Fischer pp. 7-67         |
| March 1/3   | Nationalism & Religion in India                                             | Fischer: pp. 67-189                      |
|             | <b><i>SPRING BREAK: MARCH 8-12</i></b>                                      |                                          |
| March 15/17 | Post-Colonial Perspectives                                                  | <i>Mani, Bhabhi</i><br><i>Appadurai</i>  |
| March 22/24 | Dutch, British, French & Americans in S.E. Asia                             | <i>Anderson, Scott</i><br><i>Karnouw</i> |
| March 29/31 | <b>EXAM II - Monday</b><br>The Middle East & Iran in Historical Perspective | Kinzer: pp. ix-x; 1-29                   |
| April 5/7   | Post-World War II Anti-Colonialism                                          | Kinzer: pp. 30-101                       |
| April 12/14 | American vs. British Imperialism in Iran                                    | Kinzer: pp. 102-166                      |
| April 19/21 | The Aftermath of the Coup                                                   | Kinzer: pp. 167-228                      |
| April 26    | The Iraq War; Review                                                        | <i>Chandrasekaran</i>                    |
| May 3       | <b>FINAL EXAM, Monday, May 3, 5:15 to 6:30 PM</b>                           |                                          |