Fall 2016

The Department of Asian and Asian American Studies welcomes you to –

Women in U.S.-Asian Relations (AAS/POL 307)
Mon/Wed 5:30 pm – 6:50 pm
Physics P112

This course satisfies the DEC category J
This course satisfies the SBC category SBS+ and SPK

Instructor: Professor Peg Christoff
E-mail: peggy.christoff@stonybrook.edu
Phone: 631-632-4030
Office: Humanities Building, Room 1126
Office Hours: Tues/Thurs, 10:00-11:00 am
Monday, 3-4 pm

Undergraduate TA: Shamarie Williams
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Office: Humanities Building, Room 1044
Office hours: TBD

COURSE DESCRIPTION:
This course critically examines the important and, at times, crucial roles played by women in US–Asian relations over a roughly 125-year period, from the 1850s to the 1970s; and compares/contrasts these roles to the international/global careers women pursue in the present day. We will examine the so-called “transformative” occupations – from writers and poets to missionaries, journalists, diplomats, medical and social workers, scientists, scholars and chefs – to determine how women use(d) motivational discourse and social networking (as well as mentoring and partnering) to interpret China, India, Japan, Korea, the Philippines, and Vietnam for diverse audiences in America and Asia. In the early 1800s, women were precursors; by the turn of the century, they were progressives; and by the mid-1900s, they were challengers. All were engaged in testing their ambition, skills, and curiosity. This course spans the U.S. Civil War and Reconstruction; American missionary movements in Asia; Chinese exclusion laws; Japanese internment camps during World War II; the Korean War; the ascendancy of the Chinese Communist Party; Philippine independence; Indian political movements; and the Vietnam War.

This class is discussion based. Although I provide some brief lectures, our class will use a “seminar” format in which you practice expressing your ideas with nuance and clarity, listen to others’ perspectives, and ask and answer questions. With this format, it is imperative that you prepare in advance so that you may discuss the readings on the days they are listed in the class schedule.

Course Pre/co-requisites: This is an upper level course and reserved for juniors and seniors.

COURSE LEARNING OBJECTIVES:
This course aims to empower students to acquire deep knowledge and understanding of societies and cultures both within the United States and Asia and in international organizations that connect different worldviews, both past and present. This outcome will be achieved by studying the specific ways women have sought, over time, to increase “understanding” between the US and Asia in transnational and international relations. This course is designed to: 1) enhance critical thinking skills (by developing an interpretive model of women’s roles in US-Asian relations); 2) develop research skills (by locating and using primary source materials to analyze social movements and conduct biographical research); 3) hone visual thinking skills and foster creativity (by identifying and describing “women in action”); 4) facilitate group work (in designing and carrying out oral interviews); and 5) encourage reflection on post-college careers (by assessing women’s career paths in the context of US-Asian relations).
COURSE REQUIREMENTS:
To succeed in this class, you would need to regularly attend class, actively participate in class discussions, and work effectively in groups. You will be penalized for missing more than two classes. More than four absences will lower your participation grade; and more than five absences will lower your overall course grade. Coming late to class repeatedly or leaving early will count toward absences. Getting up to leave while class is in session will count toward absences. You may get up to leave while class is in session only if it’s an emergency or if you’ve arranged it ahead of time with me. In addition, it’s vital that you prepare for each class in advance by doing the assigned readings and preparing your answers to the discussion questions on the syllabus.

GRADING:
Class participation and completion of assignments (30%): This requires you to complete the readings ahead of time and do the assignments, which are clearly marked in the class schedule below. Of the eighteen assignments, I’ll count your top fifteen toward this portion of your grade. You’ll be asked to post your assignments on Blackboard no later than 24 hours after the class period that the assignment is due. I look for evidence that you have incorporated ideas from in-class discussions (i.e., critical thinking). It’s more important to give tentative answers to important questions rather than just filling out trivial details.

Mid-term exam with completion of two biographical research forms (25%): After we meet as a class with the Asian/Asian American curator at the Melville Library, you should be fully prepared to conduct biographical research on two women. I’ve developed a simple form for you to complete for each woman, specifying her major contribution(s) to US-Asian Relations, career trajectory, and basic biographical information. You will also cite the sources you used and identify a communication model for each woman. Students generally like this assignment not only because they find out about women they’ve never heard of but also because they learn from each other: You share your research with the class!

Mid-term exam with research analysis on NGOs (20%): In this second mid-term, you learn about organizations that address the needs of women and children in Asia/Asian America. You will be given an organization to research and assess in terms of how successful the organization is in carrying out its stated mission. What obstacles did (does) the organization face globally? Do the benefits outweigh the challenges?

Oral Interview project (25%): Finally, you work in a group of three to interview a woman who has (had) a significant impact on US-Asian Relations. As you might imagine, crafting this assignment to allow maximum freedom to carry out this interview is fairly complex. I will give you the name of a woman to interview. You will need to: 1) prepare a proposal, 2) write a cover letter to the interviewee to request an interview, 3) record the interview (audio and/or visual is fine), 4) write up the results of your interview, and 5) do a five-minute class presentation. Your interview will be entered as part of a permanent, public, special collection at the Melville Library.

GRADING SCALE:
A (94-100) A- (90-93) B+ (87-89) B (84-86) B- (80-83) C+ (77-79) C (74-76) C- (70-73) D+ (69-68), D (67-65), F (64 and below)

COURSE ETIQUETTE: The use of laptop computers and cell phones are prohibited during class meetings. However, you may bring your laptop computer to class if you are using it for your group presentations or to read the course texts in an electronic format. If you violate this rule, you will be asked to leave the class. Inattentiveness during class discussions will negatively affect your grade. If you use your cell phone during class, you will be told to leave and your grade will be lowered.

BLACKBOARD: Email and especially email sent via Blackboard (BB) is one of the ways we officially communicate with you in this course. It is your responsibility to read posted Announcements and your email in your official University email account. For most students,
that is Google Apps for Education (http://www.stonybrook.edu/mycloud). Please verify your official Electronic Post Office (EPO) address at: http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo. If you choose to forward your official University email to another off-campus account, we are not responsible for any undeliverable messages to your alternative personal accounts. You can set up email forwarding using these DoIT-provided instructions found at: http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-ingoogle-mail. If you need technical assistance, please contact Client Support at (631) 632-9800 or supportteam@stonybrook.edu

BOOK TO PURCHASE:

All other assigned readings will be posted under “Course Information” on Blackboard. Also, in order to record the interviews, you might want to purchase an app for your computer—or sign up for the free trial. Try downloading one of these to get recording capabilities: https://support.skype.com/en/faq/FA12395/how-can-i-record-my-skype-calls.

CLASS SCHEDULE: I not only teach collaborative, reflexive learning, I practice it, too. There will be opportunities along the way for us to decide—as a class—to modify the syllabus or shift the due dates in response to collective needs and real-world experiences.

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<th>Topics/Focus Questions</th>
<th>In-class work/materials</th>
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| 8/29  | Thorough review of the syllabus                                                       | Promotional AAAS student video: https://drive.google.com/a/stonybrook.edu/file/d/0Bzw1e1twXfZwQndjSFB3UkFuOTQ/view?ts=5728a76b  
Power point presentation: Looking for Asia in all the Wrong Places  
Women Leaders in International Relations and World Peace, Liechtenstein Institute at Princeton University, Summer 2010. |
| 8/31  | What landmark historical events influenced women’s involvement in US-Asian relations? | **Assignment #1**: Read Chapter Nine in Asian American Studies Now, “The Chinese Are Coming: How Can We Stop Them? Chinese Exclusion and the Origins of American Gatekeeping” (pp. 143-167) Based on the reading, sketch out a timeline to illustrate stages and the major things that happened in each of the stages. Then find and bring to class a visual representation of something that represents women in the timeline. (Note: You may use a printer in a Sync site – to print one image costs 25 cents. The Melville Library Sync, Room S-1460, is open from 8 am to 12 am M-Th.) |
| 9/5   | Labor Day – No classes                                                                 | Assignment #2: Question and answer (Q&A) exchange (You answer two questions and pose two for the class to answer.)  
• Competing Kingdoms, Renda (pp. 367-390)  
• Skim Christianity in China (Washington, D.C.: Library of Congress, 2009); |
| 9/7   | How did an international agenda shape American women’s rights? How did missionary work become a key element of US-Asian relations? | Assignment #2: Question and answer (Q&A) exchange (You answer two questions and pose two for the class to answer.)  
• Competing Kingdoms, Renda (pp. 367-390)  
• Skim Christianity in China (Washington, D.C.: Library of Congress, 2009); |
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<td>9/12</td>
<td>How did American and Japanese gender hierarchies shape Japanese women’s participation in the transnational Women’s Christian Temperance Union (WCTU) in the 1880s? To what extent did cultural imperialism set the hierarchies?</td>
<td>Assignment #3: Q&amp;A exchange (You answer two questions and pose two for the class to answer.)</td>
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<td>• <em>Competing Kingdoms</em>, Kohiyama (pp. 218-239)</td>
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<td>9/14</td>
<td>Research orientation at Melville Library</td>
<td>This session will give you the resources to successfully complete your first mid-term assessment.</td>
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<td><a href="http://guides.library.stonybrook.edu/c.php?g=35547&amp;p=225711">http://guides.library.stonybrook.edu/c.php?g=35547&amp;p=225711</a></td>
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<td>9/19</td>
<td>What is the relationship between “international experience” and women’s work against “racism” in the United States? How do you think this relationship affects Asian American identity(ies)?</td>
<td>Assignment #4: On September 2, I will assign you to one of five groups. Then, in this class, each group will present a summary and analysis of the assigned chapters either from the <em>Handbook of Asian American Psychology</em> (Thousand Oaks, CA: Sage Press, 2007) or <em>Asian American Studies Now</em> (New Brunswick, NJ: Rutgers University Press, 2010).</td>
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<td>• Chapter 14 “Asian Immigrants and Refugees,” pp. 227-239.</td>
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<td>• Chapter 15 “International Students from Asia,” pp. 245-259.</td>
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<td>9/21</td>
<td>How did the Women’s International League for Peace and Freedom (WILPF) campaign against chemical warfare between 1915-1935? How Did Women peace activists respond to “Red Scare” attacks during the 1920s?</td>
<td>Assignment #5: Q&amp;A exchange (You answer two questions and pose two for the class to answer.) (WSM):</td>
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<td>9/26</td>
<td>Workers Union and the Chinese Garment Industry unite to organize the 1938 National Dollar Stores’ strike? How did the Chinese women garment workers in New York City forge a successful class-based coalition during the 1982 contract dispute?</td>
<td>Assignment #6: Q&amp;A exchange (You answer two questions and pose two for the class to answer.) WSM:</td>
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<td>9/28</td>
<td>Mid-term #1 take home exam Due October 3</td>
<td>I will assign you two women to research. You will complete a bio form – one form for each woman – and devise a communications model that explains the contributions of each woman. (We will discuss the models in class beforehand.)</td>
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| 10/3 | Assignment #7: Q&A exchange (You answer two questions and pose two for the class to answer.) | From the Schlesinger Library:  
- http://nrs.harvard.edu/urn-3:RAD.SCHL:2015651  
- http://oasis.lib.harvard.edu/oasis/deliver/deepLink?_collection=oasis&uniqueId=sch00900&digital=Y |
| 10/5 | Assignment #8: Q&A exchange (You answer two questions and pose two for the class to answer.) |  
- Competing Kingdoms, Hunter (pp. 19-42); Tyrell (pp. 43-68); and Prieto (pp. 342-366)  
- From the Schlesinger Library: http://nrs.harvard.edu/urn-3:RAD.SCHL:sch00428?digital=Y |
| 10/10 | Assignment #9: Q&A exchange (You answer two questions and pose two for the class to answer.) |  
- From the Schlesinger Library: https://www.flickr.com/photos/experimental_archives/collections/72157629840700987/ |
| 10/12 | Assignment #10: Question and answer (Q&A) exchange (You answer two questions and pose two for the class to answer.) |  
- Competing Kingdoms, Khan (pp. 141-166) |
<p>| 10/17 | Assignment #11: Question and answer (Q&amp;A) exchange (You answer two questions and pose two for the class to answer.) |<br />
| 10/19 | Assignment #12: Question and answer (Q&amp;A) exchange (You answer two questions and pose two for the class to answer.) |</p>
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| **10/24** | **Assignment #13:** Question and answer (Q&A) exchange (You answer two questions and pose two for the class to answer.)  
| **10/26** | **Mid-term #2 NGO assessment Due October 31**  
I will give you a rubric in class. One example of an NGO you might evaluate is:  
[http://www.brookings.edu/research/commentary?topic=Women and International Affairs](http://www.brookings.edu/research/commentary?topic=Women and International Affairs) |
| **10/31** | **Assignment #14:** On October 21, I will assign you to one of two groups. Then, in this class, each group will present a summary and analysis of the assigned reading.  
In *East is West and West is East: Gender, Culture, and Interwar Encounters between Asia and America* (Philadelphia: Temple University Press, 2013)  
- “Envisioning Feminism across the Pacific: Japanese and American Feminism and the Limits of Race in Facing Two Ways,” pp. 139-184. |
| **11/2** | **Assignment #15:** On October 26, I will assign you to one of four groups. In this class period, each group will present a summary and analysis of the assigned chapters from *Women and Work in Globalising Asia* (London: Routledge, 2002):  
- Chapter 3 “Global Capital and Local Patriarchy: The Financial Crisis and Women Workers in South Korea,” pp. 52-67.  
- Chapter 9 “Adjusting to Female Labour in State Cotton Mills in China,” 169-185.  
| **11/7** | **Assignment #16 A:** Question and answer exchange (You answer two questions and pose two for the class to answer.)  
| **11/9** | **Assignment #16 B:** Question and answer (Q&A) exchange (You answer two questions and pose two for the class to answer.)  
In *New Dynamics in East Asian Policy* (New York, NY: |

In addition, we will view an oral history interview with an American woman military officer in the Middle East, Christina Worland.

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<td>11/14</td>
<td>Group Consultations for Oral Interview Projects</td>
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| 11/16      | Do women have unique contributions to the foreign policy process?  
INTERVIEW PROPOSALS DUE |
|            | Assignment #17: On November 9, I will divide the class into five groups. In this class, each group will present a summary and analysis of the assigned videos from the Women’s Foreign Policy Group by identifying the various ways women have carved out leadership roles: http://www.wfpg.org/index.php?option=com_content&view=article&id=516 - history  
• “Chaos in the Middle East” 
• “Women in Charge: How they are changing politics, government, and corporate America”  
• “Technology and Social Media in Revolutionary Foreign Policy”  
• Covering the World’s Hot Spots: The Inside View”  
• “Twenty New Ideas to Meet Tomorrow’s Global Challenges” |
| 11/21      | What vital roles do women play in raising awareness about ecology and the environment at the local level and internationally?  
 Assignment #18: Question and answer (Q&A) exchange (You answer two questions and pose two for the class to answer.)  
In Women and Environment, A Situation Analysis of the Asia-Pacific Region (Chiangmai, Thailand: Asia Pacific Forum on Women, Law and Development, 2000)  
• “India: Women in the Fisheries Sector,” pp. 61-68. |
| 11/23 – 11/27 | Thanksgiving Break – No classes |
| 11/28 – 11/30 | How does one develop interview questions and refine interviewing techniques?  
Preparing for your oral interviews (Reference materials on elite and specialized interviewing will be posted on Blackboard) |
| 12/5 – 12/7 | How do the women interviewed compare to the ones you researched for mid-term #1?  
Which women seem to be the most dynamic in the field of US-Asian relations?  
Class Presentations |
| 12/12      | Reading Day – No classes                                                  |

**FINAL EXAM:**  
*Thursday, December 15, 8:30-11:00 pm*
Additional class resources:
Library resources: Melville Library has an excellent collection of Asian and Asian American resources. This link will be very useful: http://guides.library.stonybrook.edu/aas

Writing Center: For help with writing papers and composing essays, please use our writing center: http://www.stonybrook.edu/commcms/writrhet/writing_center/writing.html

Career Center: To talk with someone about career options, http://career.stonybrook.edu/

Other places to seek advice: http://stonybrook.edu/aadvising/tut.html

Disability Support Services (DSS): If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services at 631-632-6748; http://studentaffairs.stonybrook.edu/dss/. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and DSS. For procedures and information: http://www.stonybrook.edu/ehs/fire/disabilities

Academic Integrity: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty members are required to report any suspected instance of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

For further questions about student or instructor responsibilities, please see the Academic Policies and Regulations section of the on-line Undergraduate Bulletin: http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/min_instructional_student_resps.php.