

# MODERN LANGUAGES AND CULTURAL STUDIES EAST ASIAN STUDIES

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

<http://www.eastasianstudies.ualberta.ca/>

**2016 - 2017 C Lit 425 A1/ EASIA 425 A1 East/West Critical Theory  
(Fall Term)**

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Personal Website: n/a

Time: MWF 11:00-11:50

Place: T 1-96

Office Hours: W 1-4,  
*or by appointment*

Course Website: eClass

**Course Prerequisite:** [C Lit 425] \*3 in a humanities discipline, or consent of department  
[EASIA 425] EASIA 101, or \*3 in literary theory, or consent of department

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes  No, not needed, no such projects approved.

**Community Service Learning** component

Required  Optional  None

**Past or Representative Evaluative Course Material Available**

Exam registry – Students' Union

<http://www.su.ualberta.ca/services/infolink/exam/>

See explanations below

Document distributed in class

Other (please specify)

NA

**Additional mandatory Instructional fees (approved by Board of Governors)**

Yes  No

**Course Description and Objectives:**

The term “critical theory” is vague, with many competing possible usages, but in general refers to debates about the nature of language, literature, and rhetoric which occur at the intersection of literary criticism, philosophy, and politics. Often critical theory is assumed to take a primary interest in modern or postmodern phenomena, and to begin from leftist assumptions, but it also can encompass classical and seemingly apolitical texts of literary theory. In this class, “critical theory” will be used in a very broad sense, to refer to any philosophical consideration of how texts (including literary texts, but also oral expression, visual culture, etc.) relate to non-texts (physical reality, human emotions, the social and political realm, etc.). By

jointly considering critical theory from East Asia and the West, this course will examine how different civilizational assumptions and historical experience result in different theorizations of the relationship between texts and the world. The goal is absolutely not to reify “East” and “West” as fixed terms with internally consistent essences, but to show the diversity of ways in which certain philosophical questions about culture can be approached. Given the breadth of this topic, no attempt is made here to provide a unitary survey of all European and East Asian thought. Instead, the course will be devoted to four topic-based case studies, in rhetorical ontologies, affect and expression, culture and class-consciousness, and postcolonialism and identity. By the end of this course, students will be able to analyze how certain questions in critical theory are amenable to very different kinds of answers, depending on the starting presuppositions prevalent in a given society, and to coherently explain (orally and in writing) the significance of theoretical ideas and their relationship to the historical circumstances in which they were first proposed.

**Texts:**

There are no texts which students are required to purchase for this class, nor any coursepack. There are, of course, required readings (listed below), but these are all available online or on library reserve. In a few cases, students might prefer to purchase copies of longer texts which have been placed on reserve.

**Grade Distribution (see “Explanatory Notes”):**

Class Participation	30%	
Midterm	30%	Fri, Oct 21
Presentation (optional)	10%	Mon, Dec. 5
Final Paper	30% (or 40%)	Wed., Dec. 14

**Date of Deferred Final Exam (if applicable):**

n/a

**Explanatory Notes on Assignments:**

*Participation and Attendance 30%*

This is a senior/graduate seminar, and hence is focused around discussion, not lectures. You will be expected to come to class well-prepared and able to participate actively and intelligently in discussion of the assigned readings.

*Midterm Paper 30%*

The midterm will consist of 25 short-answer questions, testing students’ knowledge of material presented in the first half of the class, as well as ability to make analytical judgments based on that knowledge

*Final Presentation 10% (optional)*

On the final class session, students will have the option of giving a brief (5-10 minute) presentation on a subject of their choosing, offering an original analysis of one aspect of one of the works studied in class. This presentation is intended to be preparatory to the final research paper, and to give students the opportunity to receive feedback on their ideas before turning in

the final paper. For those students who choose not to give a presentation, this 10% of their grade will be folded into the final paper grade

### *Final Paper 30% (or 40%)*

All students will be required to turn in a major research paper (3000 words, min. 6 secondary sources) relating to materials studied in the course. Papers should argue an original and specific thesis, and support their argument with evidence from primary and secondary sources.

## **Reading Assignment Schedule**

☹ = out of copyright; many free or cheap editions available, online or in bookstores

📖 = free electronic edition accessible through library online catalog

📖 = physical book, available on library reserve

\$ = you might want to buy this, but there will still be a copy on reserve

### *Part One: Language and Being*

Fri, Sept 2 Plato, *Phaedrus* ☹

<http://classics.mit.edu/Plato/phaedrus.html>

Mon, Sept 5 **LABOUR DAY; NO CLASS**

Wed, Sept 7 Lao Tzu, *Dao De Jing* (a.k.a. “Tao Te Ching”) ☹

<http://www.taoism.net/ttc/complete.htm>

Fri, Sept 9 Plato/ Lao Tzu discussion

Mon, Sept 12 John Locke, *An Essay Concerning Human Understanding*, Book III: On Words ☹

<http://oll.libertyfund.org/titles/locke-the-works-vol-1-an-essay-concerning-human-understanding-part-1>

Wed, Sept 14 *Kukai: Major Works*, Part 3, sections 2, 6-8 📖

Fri, Sept 16 Locke/Kukai discussion

Mon, Sept 19 Martin Heidegger, “A Dialogue on Language, between a Japanese and an Inquirer” *On the Way to Language* 📖

Tezuka Tomio, “An Hour with Heidegger,” in *Heidegger’s Hidden Sources* ☹

[http://cnqzu.com/library/Philosophy/neoreaction/Martin%20Heidegger/ebooksclub.org\\_Heidegger\\_039\\_s\\_Hidden\\_Sources\\_East\\_Asian\\_Influences\\_on\\_His\\_Work.pdf](http://cnqzu.com/library/Philosophy/neoreaction/Martin%20Heidegger/ebooksclub.org_Heidegger_039_s_Hidden_Sources_East_Asian_Influences_on_His_Work.pdf)


Wed, Sept 21 Jacques Derrida, “Plato’s Pharmacy,” in *Dissemination* ☹

[http://xenopraxis.net/readings/derrida\\_dissemination.pdf](http://xenopraxis.net/readings/derrida_dissemination.pdf)

“Letter to a Japanese Friend,” in *Literary Theories: A Reader and Guide* 📖

Fri, Sept 23 Heidegger/Derrida discussion

*Part Two: Emotion/Expression/Transcendence*

Mon, Sept 26 *Readings in Chinese Literary Thought*, Chapters 1, 2 

Wed, Sept 28 William Wordsworth, "Preface to Lyrical Ballads," "Complaint of a Forsaken Indian Woman"; Samuel Taylor Coleridge, "The Nightingale" ☹

<http://www.gutenberg.org/cache/epub/8905/pg8905-images.html>

Fri, Sept 30 E/W poetics discussion

Mon, Oct 3 Immanuel Kant, *Critique of Judgment*, Part I, Division I, Book I ☹

<http://oll.libertyfund.org/titles/kant-the-critique-of-judgement>

Wed, Oct 5 *The Four-Seven Debate*, Introduction + pp. 1-47 

Fri, Oct 7 philosophies of mind discussion

Mon, Oct 10 **THANKSGIVING, NO CLASS**

Wed, Oct 12 Sigmund Freud, *Leonardo da Vinci: A Memory of His Childhood* ☹

<http://www.gutenberg.org/files/34300/34300-h/34300-h.htm>

Fri, Oct 14 Haruki Murakami, *Hard-Boiled Wonderland and the End of the World*, Chapters 1-18 \$

Mon, Oct 17 Freud/Murakami discussion

Wed, Oct 19 **MIDTERM REVIEW SESSION**

Fri, Oct 21 **MIDTERM EXAM**

*Part Three: Culture and/or Revolution*

Mon, Oct 24 Fukuzawa Yukichi, *Encouragement of Learning* pp. 3-42, 67-78, 109-117 ☹

<https://www.ciaonet.org/attachments/27968/uploads?1443033651>

Wed, Oct 26 Marx and Engels *The German Ideology*, Part I ☹

<https://www.marxists.org/archive/marx/works/1845/german-ideology/ch01.htm>

Fri, Oct 28 empiricism/ideology discussion

Mon, Oct 31 Theodor Adorno, “The Culture Industry: Enlightenment as Mass Deception” ☹  
<https://www.marxists.org/reference/archive/adorno/1944/culture-industry.htm>

Wed, Nov 2 Kim Jong Il, *The Cinema and Directing* ☹  
<http://www.korea-dpr.info/lib/209.pdf>

Fri, Nov 4 Mass culture discussion

Mon, Nov 7 **READING WEEK, NO CLASS**

Wed, Nov 9 **READING WEEK, NO CLASS**

Fri, Nov 11 **REMEMBRANCE DAY, NO CLASS**

Mon, Nov 14 Stuart Hall, “Encoding/Decoding,” in *Culture, Media, Language* ☹

Wed, Nov 16 Meredith Suzanne Hahn Aquila, “‘Ranma ½’ Fan Fiction Writers: New Narrative Themes or Same Old Story?” *Mechademia*, Vol. 2 (2007) [JSTOR](#) ☹

Fri, Nov 18 C/J/K-pop discussion

*Part Four: Standard and Non-Standard Postcolonialisms*

Mon, Nov 21 Edward Said, *Orientalism*, Chapter 1 \$

Wed, Nov 23 Millie R. Creighton, “Imagining the Other in Japanese Advertising Campaigns,” *Occidentalism* ed. James G Carrier ☹

Fri, Nov 25 postcolonial theory discussion

Mon, Nov 28 W.B. Yeats, “To Ireland in the Coming Times”, “Easter 1916” ☹  
<http://www.poetryfoundation.org/poems-and-poets/poems/detail/57300>  
<https://www.poets.org/poetsorg/poem/easter-1916>  
Gaston. Miron, “Goddamn Canuck”, “Monologues on Raving Alienation”,  
“No” *Counterpanes, Embers and Earth, The Agonized Life* 📖

Wed, Nov 30 Wu Zhuoliu, *Orphan of Asia*, Chapters 1-3 📖

Fri, Dec 2 postcolonial experiences discussion

Mon, Dec 5 **FINAL PRESENTATIONS DUE**

Wed, Dec 7 **FINAL PAPER WORKSHOP**

Wed, Dec 14 **FINAL PAPERS DUE BY 11:59PM**

**Required Notes:**

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University calendar.”

***Academic Integrity:***

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

***Learning and Working Environment:***

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

***Academic Honesty:***

**All students** should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

**Students involved in language courses and translation courses** should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of

consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

***Recording of Lectures:***

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

***Attendance, Absences, and Missed Grade Components:***

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

**In this course**, attendance and participation will be graded as specified above. Absences for medical causes will be granted if accompanied by an illness affidavit, available in the office of the Dean of the Faculty of Arts (Humanities Centre, 6<sup>th</sup> floor). Other opportunities to earn excused absences in exchange for doing good deeds (such as attending scholarly lectures, or making quantifiable contributions to campus life) will be announced during the term.

***Policy for Late Assignments:***

Extensions may be granted if negotiated with the instructor in advance of the due date. (These are more likely to be given if requested far in advance, with a good explanation of an unavoidable schedule conflict. “Having other things due at the same time” will not be considered valid grounds for an extension.) If an assignment is turned in late without an extension, then a penalty of one grade-step per day will be assessed. For example, if a paper which would otherwise earn an A- is turned in two days late, the grade given will be a B.

***Student Accessibility Services:***

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-800 SUB; Email [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca); Email; phone 780-492-3381).

***Electronics***

Computers (including tablets and phones) are banned in this class. You are welcome to use pen and paper to take notes, but powerpoints will be uploaded to eClass after each lecture.

**Grading:**

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

**“MLCS Undergraduate Grading Scale”**

Descriptor	Letter Grade	Grade Point Value	%
<b>Excellent.</b> A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	<b>A+</b>	4.0	<b>97-100</b>
	<b>A</b>	4.0	<b>93-96</b>
	<b>A-</b>	3.7	<b>90-92</b>
<b>Good.</b> B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<b>Satisfactory.</b> C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<b>Poor/Minimal Pass.</b> D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<b>Failure.</b>	<b>F</b>	0.0	<b>0-59</b>



## Class Participation Grading Standard

The following is a list of the standards by which class participation grades will be determined. Since there are many factors which are incorporated into this grade, it is possible that different aspects of your class participation will fall under different grade levels (e.g., if you always come to class, but rarely volunteer interesting comments, that would be a mix of one 'A' level aspect, and one 'D' level aspect). In such cases, your grade will be an average of the different aspects of your participation.

### *A-level*

- Always or almost-always present and on-time
- Always attentive to discussion and lecture
- Always able to demonstrate that you have read and thought about the material
- Always give an intelligent answer when called on (whether that answer is right or wrong)
- Have enthusiastic, interested attitude toward class material
- Volunteers at least one intelligent comment or question each class session
- Frequently engage directly with other classmates who have made comments, without needing prof's encouragement

### *B-level*

- Usually present and on-time
- Usually attentive to discussion and lecture
- Usually able to demonstrate that you have read and thought about the material
- Usually give an intelligent answer when called on, and always can at least try
- Have interested attitude toward class material
- Volunteers at least one comment or question each class session, some of which are intelligent
- Sometimes engage directly with other classmates, without needing prof's encouragement

### *C-level*

- Frequently late or absent
- Sometimes attentive, but sometimes distracted/daydreaming/sleeping
- Have sometimes read and thought about the material, and sometimes not
- Often draw a blank when called on
- Indifferent toward class material
- Sometimes volunteer a comment or question, though rarely intelligent ones
- Little interest in interacting with other students

### *D-level*

- Absent more often than not
- If present, sending text messages, on facebook or twitter, playing games, etc.
- Have rarely read or thought about the material
- Can rarely give a coherent answer when called on
- Sullen and hostile toward class material
- Rarely make any voluntary contribution to class
- No interest in interacting with other students

*F-level*

- Rarely or never comes to class
- Not only distracted, but disturbing other people
- Never demonstrates having read material
- Never gives a coherent answer when called on
- Actively rude, insulting, or engaging in other inappropriate behaviour
- Never volunteers any contribution
- Anti-social to the point of refusing assigned group activities

## Research Paper Grading Standards

The following is a list of the standards by which research paper grades will be determined. Since there are many factors which are incorporated into this grade, it is possible that different aspects of your research paper will fall under different grade levels (e.g., if you have a perfect thesis, but have serious problems with your research, that would be a mix of one 'A' level aspect, and one 'D' level aspect). In such cases, your grade will be an average of the different aspects, with one exception: an F-level element will guarantee an F for the paper grade, no matter how good in other aspects.

### *A-level*

- Thesis is exactly on-topic for the course and the assignment
- Thesis is highly specific, interesting, and original
- Paper shows complete mastery of the subject matter
- Paper shows that you thoroughly understand the state of the field, and your thesis begins where other scholarship has left off
- The argument is constantly dedicated to proving the specific thesis offered, and makes no diversions into other issues
- Evidence is unimpeachable, deployed effectively in support of your argument, and took diligence and cleverness to discover
- Secondary sources are in significant excess of minimum requirements, are all highly pertinent and from highly trustworthy scholarly venues, and are used as supplements to your own analysis, rather than as simple proof-texts
- Structure is clear and well-suited to the argument, which it presents effectively
- Tone is scholarly, and assumes that both you and your reader are intelligent and well-informed.
- Paper always offers analysis, rather than summary or speculation
- Paper is excellently written, with not only perfect mechanics (grammar, spelling, punctuation, etc.), but also stylistic flair
- Conclusion, rather than summarizing, suggests the larger significance of what has been argued, and does so in a convincing and thought-provoking manner
- Paper length and formatting are perfectly in accordance with requirements
- Bibliographic citations are given in perfect accordance with MLA format

### *B-level*

- Thesis is mostly on-topic for the course and the assignment
- Thesis has two of the following three attributes: highly specific, interesting, and original
- Paper shows general understanding of the subject
- Paper shows that you largely understand the state of the field, and your thesis takes into account some previous scholarship
- The argument is usually faithful to the specific thesis offered, and has few diversions into other issues
- Evidence is sound, usually relevant to your argument, and occasionally shows diligence and cleverness
- Secondary sources are at or slightly above minimum requirements, and are mostly pertinent, from scholarly sources, and used with analytical competence

- Structure is mostly clear and well-suited to the argument
- Tone is intelligent, but sometimes lapses into unnecessarily basic summary
- Analysis predominates over summary and speculation
- Paper is well-written, with perfect mechanics and a clear, if not brilliant style
- Conclusion attempts to point beyond a summary of the argument to a larger significance
- Paper length and formatting are mostly in accordance with requirements
- Bibliographic citations are largely in accordance with MLA format

### *C-level*

- Thesis is only tangentially related to the course and/or the assignment
- Thesis has one of the following three attributes: highly specific, interesting, and original
- There are some major errors in understanding of the material
- Paper has only a vague conception of the state of the field, and repeats common knowledge or makes basic errors in assumption
- The argument does address the thesis directly, but also frequently switches into discussion of issues which are not directly relevant
- Evidence is present, but not sufficient to what is being argued, or else consists mostly of obvious points which did not require diligence or cleverness to discover
- Secondary sources are below minimum requirements, or are irrelevant, or from unreliable (i.e., non-peer-reviewed) sources, or are uncritically cited
- Structure is often unclear or unsuited to the argument
- Tone is unsuitable for a college paper, and assumes that a reader knows little or nothing of the subject at hand
- Summary and speculation predominate over analysis
- Paper is not well written, and contains numerous problems with grammar, etc.
- Conclusion merely repeats or summarizes the content of the paper
- There are serious departures from length or formatting requirements
- Bibliographic citations are not in MLA format or contain numerous errors

### *D-level*

- Thesis is off-topic for this course or this assignment
- Thesis is neither highly specific, interesting, nor original (or there is no thesis at all)
- Paper shows little understanding of the material
- Paper is oblivious to what any scholar has previously said or thought about the topic
- There is little connection between the argument offered in the body of the paper, and the thesis statement.
- Little or no evidence is presented in support of assertions
- There are few or no secondary sources used, or those used are notoriously unreliable (such as from Wikipedia, random personal websites, etc.)
- Structure is badly disorganized or ill-suited to the argument
- Tone is actively condescending or insulting to the reader
- There is little or no analysis in the paper, all summary and speculation
- Paper is rife with grammatical errors, demonstrating serious problems with English
- There is no formal conclusion to the paper
- Length and format requirements seem to have been ignored
- Few or no bibliographic citations are given.

*F-level*

- No paper is turned in
- The paper is turned in late, and no extension has been given.
- What is turned in has little or no relationship to the requirements of the assignment