

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

|                    |                                      |   |  |
|--------------------|--------------------------------------|---|--|
| College/School     | College of Liberal Arts and Sciences | Department/School   | <b>School of Historical,<br/>Philosophical and Religious<br/>Studies</b> |
| Prefix: <b>HST</b> | Number: <b>303</b>                   | Title: <b>Studies in Asian History (Film and Politics in Colonial Asia)</b> | Units: <b>3</b>  |

Course description:

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** *Global Awareness (G)* **Mandatory Review: Yes**

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Marissa Timmerman E-mail [Marissa.R.Timmerman@asu.edu](mailto:Marissa.R.Timmerman@asu.edu) Phone 480-727-4029

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Richard Amesbury Date: 6/17/2020

Chair/Director (Signature): 

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

| <b>ASU--[G] CRITERIA</b>            |                                     |  |                                  |
|-------------------------------------|-------------------------------------|--|----------------------------------|
| <b>GLOBAL AWARENESS [G]</b>         |                                     |  |                                  |
| YES                                 | NO                                  |  | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.  | Syllabus                         |
|                                     |                                     | 2. The course must match at least one of the following descriptions: (check all which may apply):  |                                  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>  | Syllabus                         |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | b. The course is a language course for a contemporary non-English language, and has a significant cultural component.  |                                  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.   |                                  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures." |                                  |

| Course Prefix | Number | Title   | Designation          |
|---------------|--------|---|----------------------|
| HST           | 303    | Studies in Asian History (Film and Politics in Colonial Asia) | Global Awareness (G) |

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria<br>(from checklist)   | How course meets spirit<br>(contextualize specific examples<br>in next column)   | Please provide detailed evidence of how<br>course meets criteria (i.e., where in<br>syllabus)   |
|--|--|---|
| <b>SAMPLE:</b><br>2d: study the cultural significance of a non-U.S. centered global issue                            | <b>SAMPLE:</b><br>The course examines the cultural significance of financial markets Japan, Korea, and the UK.   | <b>SAMPLE:</b><br>Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.  |
| 1 Composed of subject matter that addresses or leads to an understanding of the contemporary world outside of the US | The course examines the colonial era and nationalism in several Asian countries, including India, Indonesia, Vietnam, Thailand, Timor-Leste, and others, and how this shapes contemporary history and politics in these countries. | Module 1 introduces Asia through the eyes of the colonial West. Module 2 introduces Asia through an academic perspective. The subsequent modules use film and literature to examine themes such as law and gender that affected society in the colonial era and continue to have effects in the modern states examined. Modules 5-8 examine the emergence of nationalism in colonial states.  |
| 2a In-depth area studies which are concerned with an examination of culture-specific elements                        | In the exploration of the themes of the course, elements specific to the countries in question are examined, such as the role of religion or the societal effects of the colonial legacies.  | In module 9, for example, the role of Gandhi's non-violent resistance to colonialism and his ethos of self-help (swaraj), which continues to influence modern movements such as the contemporary environmental movement. Module 11 explores both the ideological foundations of communism in French Indochina as well as a comparative examination of the role of race in Southeast Asian colonies, through the work of Anne Stoler. The Hidden Force, in module 4, examines the Dutch fear mysticism during the 19th century in colonial Java. |
|  |  |   |
|  |  |   |

Course Description: This course will use film, literature and other readings to thematically explore the region of Asia during the colonial period (approximately 1511 to 1945). We will gain a broad understanding of the undertaking of colonialism (or the avoidance thereof), and we will focus on eight countries in particular: Burma, China, India, Indonesia, the Philippines, Thailand, Timor-Leste (East Timor) and Vietnam. We will study themes throughout the semester in order to compare and contrast experiences, including gender, race, economy and law. We will also study how colonialism shaped the modern nation-states residing in the region, especially in regard to the development of communism and modern nationalisms, and how colonial legacies continue to shape the countries' futures. It is my belief that an understanding of colonial legacies is necessary in order to understand the current political, economic, and social environments in the countries we will examine.

Required texts:

Anderson, Benedict. *Imagined Communities*. New York: Verso, 1991 (1983).

Couperous, L. *The Hidden Force*. Amherst, MA: The University of Massachusetts Press, 1985 (1900).

Orwell, George. *Burmese Days*. San Diego: Harcourt, 1962 (1934).

Pramoedya Ananta Toer. *The Fugitive*. New York: Penguin Books, (2000).

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# Film and Politics in Colonial Asia

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## COURSE INFORMATION

**Course Number:** HST 303

**Credits:** 3 Credit Hours

**Pre-requisites:** None

This is an online course. You can log into your course via MyASU (<https://my.asu.edu>), or you may go directly to Canvas (<https://canvas.asu.edu>.)

## INSTRUCTOR CONTACT

**Instructor Name:** Chris Lundry

**Office:** El Colegio de México, DF

**Phone:**

**E-mail address:** [lundry@asu.edu](mailto:lundry@asu.edu)

**Office hours:** online, by appt.

## OVERVIEW

**Catalog description:** This course will use film, literature and other readings to thematically explore the region of Asia during the colonial period (approximately 1511 to 1945). We will gain a broad understanding of the undertaking of colonialism (or the avoidance thereof), and we will focus on eight countries in particular: Burma, China, India, Indonesia, the Philippines, Thailand, Timor-Leste (East Timor) and Vietnam. We will study themes throughout the semester in order to compare and contrast experiences, including gender, race, economy and law. We will also study how colonialism shaped the modern nation-states residing in the region, especially in regard to the development of communism and modern nationalisms, and how colonial legacies continue to shape the countries' futures. It is my belief that an understanding of colonial legacies is necessary in order to understand the current political, economic, and social environments in the countries we will examine.

**Learning Outcomes:** At the completion of this course, students will be able to:

- Understand the nature of colonialism in Asia
- Understand various dynamics of colonialism, including the exercise of power, gender, and race
- Think critically about how film is used to convey ideas
- Understand the evolution of the portrayal of Asia and Asians in film over time

**Course Time Commitment:** This three-credit course requires approximately 135 hours of work. Please expect to spend **around 18 hours each week** preparing for and actively participating in this course.

## MATERIALS NEEDED

### REQUIRED TEXTS

- Anderson, Benedict. *Imagined Communities*. New York: Verso, 1991 (1983).
- Couperous, L. *The Hidden Force*. Amherst, MA: The University of Massachusetts Press, 1985 (1900).
- Orwell, George. *Burmese Days*. San Diego: Harcourt, 1962 (1934).
- Pramoedya Ananta Toer. *The Fugitive*. New York: Penguin Books, (2000).

## OPTIONAL TEXTS

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- *The New York Times*, or another quality newspaper with international coverage

## COMPUTER REQUIREMENTS

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- Desktop or laptop computer with Internet access, current within the last 5 years (*Note: Canvas does have an app that can be used with mobile devices, but the app is limited and does not show everything available in the course. Please access Canvas primarily through a desktop or laptop computer.*)
- Web browser updated to the most recent possible version (*Note: Internet Explorer does **not** work reliably with Canvas. Please use a browser such as Firefox, Chrome, Safari, or Opera.*)
- Audio speakers attached or built-in to the computer
- Word processing software
- (optional but recommended) Citation software, such as Zotero, Mendeley, or End Note. This will make your research and paper-writing experience much easier.

## INSTRUCTION AND GRADING

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This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. Activities in this course include discussions, presentations, textbook and supplemental readings, individual and group activities, and case scenarios. Students are expected to log in to class daily.

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

## GRADING PROCEDURE

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| Grade | Percentage | Point Value |
|-------|------------|-------------|
| A+    | 97-100     |             |
| A     | 94-96      |             |
| A -   | 90-93      |             |
| B+    | 87-89      |             |
| B     | 84-86      |             |
| B-    | 80-83      |             |
| C+    | 77-79      |             |
| C     | 70-76      |             |
| D     | 60-69      |             |
| F     | < 60       |             |

Your final grade will be based on the following:

|               |             |
|---------------|-------------|
| Discussions   | 40%         |
| Quizzes/Tests | 30%         |
| Final Exam    | 30%         |
| <b>Total</b>  | <b>100%</b> |

The course grade will be based on the assignments and compliance with deadlines and rubric guidelines. Graded assignments will be available within 48 hours of the due date via the Gradebook. There may be occasional extra credit opportunities provided by the instructor.

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### TIMELINESS

Students are expected to submit discussions and reactions on time. Grades will be lowered on late discussions and reactions.

Extensions and incompletes will be based on extenuating circumstances beyond the student's control. If an assignment is to be handed in late, the instructor must be contacted at least 24 hours in advance of the due date for an extension to be negotiated. Please follow the appropriate University policies to request an accommodation for religious practices

(<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities. (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>)

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## PLAGIARISM

Students are expected to write assignments in their own words except where otherwise cited. All direct quotes must appear either in quotation marks or indented, and must include the source, year, and page number(s). Material taken from other authors that is paraphrased must also include source information. Plagiarism software will be used to ensure the originality of the students' writings. Noncompliance with these requirements constitutes plagiarism and is grounds for a failing grade.

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## ASSIGNMENTS

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### DISCUSSION BOARDS

There will be 14 discussion topics, to which you are required to respond. For each discussion prompt, you are expected to create at least one original post of at least 300 words (by Friday at 5PM AZ time), and to respond to at least two threads of other students with at least 200 words (by Monday at 5PM AZ time). Respectful disagreement with other students is allowed; indeed, healthy debate is encouraged. However, disrespectful, inflammatory, judgmental, or rude language will not be tolerated. You must also use proper grammar and spelling. You do not have to adhere to a highly formal tone, but emojis, “text-lish” and other invented spellings are not allowed. The grading rubric for each discussion board will be found on Canvas.

For your first post (Friday, 3/15/19) I want you to take a few sentences and introduce yourself to me and the class (this doesn't count toward your word count!), then continue your discussion post. In your first weekly postings (Friday) think about the material in terms of the themes of the class. Your initial post can address the course material in several ways – what you thought of it in general, what you learned, what questions you were left with, etc. Your responses to your classmates' posts should address what they are writing directly: answer a question, give your view on the matter, agree or disagree. It should go without saying that all interactions on the discussion board should be done with respect toward your fellow classmates; anyone violating this will get one warning, followed by expulsion from the discussion board and the loss of that 40% of your grade.

Because this is a “B” session course, the material from a 15-week course has been condensed into half of that time. As a result, there is a pretty heavy work load that will require a significant time commitment. Each week you will be watching one or two films. Some weeks you will be required to read an entire book and maybe a few articles. I suggest you budget your time wisely, and if you are a slow reader prepare for the heavy weeks by doing some reading in advance.

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### QUIZZES AND EXAMS

There will be four quizzes throughout the semester, but I will drop the lowest score so only three will count toward your final grade. Quizzes in this course are open-book (theoretically, but you should study for them because there will be a timer). The timer will continue running once you begin the quiz, even if you close your browser. Once the timer runs out, you will not be able to get back in, so make sure you are completely ready before you begin. You will be unable to start the quiz after the due date has passed, and there will be no late extensions for any reason. Canvas will not let you take the quiz on a mobile device; you must use a fully-featured computer or laptop.

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## COURSE POLICIES



## COMMUNICATING WITH THE INSTRUCTOR

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**Look for the answer first.** This course uses a "Three Before Me" policy for student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer *before* contacting your instructor:

1. Course Syllabus
2. Announcements in Canvas
3. The Community Forum

**Where to post your questions.** If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Community Forum. This Forum can display your questions and answers for the benefit of all students. Students can answer each others' questions here, too. Your instructor will post answers on the Community Forum within 1 business day.

If your question is *specific to your situation* (such as asking about your grades, for example), then you should send an email to your instructor personally.

This policy will help you in potentially identifying answers before your instructor can get back to you, and it also helps prevent your instructors from answering similar questions or concerns multiple times.

**Announcements and emails from your instructor.** Whenever your instructor posts an announcement, Canvas will automatically send you an email. Your instructor may send you a private email message occasionally, as well, concerning specific issues. **ASU e-mail** is the official means of communication among ASU's students, faculty, and staff. **All instructor correspondence will be sent to your ASU e-mail account.** Forwarding emails to and from your ASU to a different account is not allowed – emails from non-ASU accounts will likely not reach me. Students are expected to ensure that their ASU e-mail is accessed, read, and acted upon in a regular and timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail on a regular basis.

When writing to your instructor, please write formally and respectfully. Do not address him as "Hey" or leave out an address altogether. You may call me Chris, or Dr. or Prof. Lundry if you like. Please sign your email as well. I know that email has become a very informal means of communicating with friends where these rules don't apply, but it is good practice to get used to communicating more formally as this will be how you communicate in most work environments.

## GRADE APPEALS/GRIEVANCE PROCEDURE

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Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

## STUDENT CONDUCT

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**Netiquette.** Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. The instructor may delete inappropriate discussion board messages. Students may be notified privately that their posting was inappropriate. If necessary, a student may be withdrawn for disruptive behavior with a mark of W or E. The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

**Academic Integrity.** ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Students are expected to adhere to the ASU Academic Integrity policy (<http://provost.asu.edu/academicintegrity>). Anyone in

violation of this policy is subject to sanctions. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. Please refer to university policies regarding these matters and other courses of action that may be taken.

## **DROP AND ADD DATES/WITHDRAWALS**

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There is a *limited* timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>)

## **ASU AND RELATED PROFESSIONAL POLICIES**

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Students are responsible for reviewing and complying with all ASU policies, including the following:

- Academic Integrity Policy: <http://provost.asu.edu/academicintegrity/policy>
- Student Code of Conduct: <http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)
- Computer, Internet, and Electronic Communications Policy: <http://www.asu.edu/aad/manuals/acd/acd125.html>
- Accommodations for Religious Practices: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

## **STUDENT SUCCESS**

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This is an online course. To be successful:

- Check the course **daily**, to stay in touch with the material and activities
- **Read announcements!** This is the only way your instructor can update you on course information.
- Create a **personal organization system** to keep track of due dates specified. (Canvas' calendar may be able to help, if you like this format.)
- **Communicate regularly** with your instructor and peers
- **Create a study and/or assignment schedule** to stay on track. This is an online course, and you must be very self-motivated to stay on track and not get behind. As mentioned before, please expect to spend approximately 18 hours a week preparing for and actively participating in this course.
- Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multi-tasking while doing online studying. Treat this with the same respect as you would a face-to-face class environment.
- **Copy and paste discussion board posts into a text document** on your personal computer before submitting them. Technical glitches in Canvas, while rare, do happen, and it is frustrating to lose hours of work.
- Learn about and use the student resources available to you! You can get free assistance from the ASU Library, IT Support, the Writing Center, and more.
- For additional information, tips, and resources, visit the resources for students learning online at <http://succeedonline.asu.edu/>

## SUPPORTS AVAILABLE TO YOU

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### WRITING CENTER

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Students are encouraged to access the writing center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Students who use the writing center for help with their papers tend to earn higher grades than those who do not. Free online writing tutoring is available at <https://tutoring.asu.edu/online-tutoring>.

### ACCESSIBILITY

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Every effort has been made to ensure that this online course meets the accessibility standards of Section 504, and the W3 Consortium. Should you require additional support, please contact the Disability Resource Center. It is important to register with them as soon as possible, so there is time to access the services needed.

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations (<http://www.asu.edu/aad/manuals/ssm/ssm701-01.html>). Eligibility is based on qualifying disability documentation and assessment of individual need.

The DRC will make every effort to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC):

**Website:** <http://www.asu.edu/studentaffairs/ed/drc/>

**Phone:** 480-965-1234 (Voice)  
480-965-9000 (TTY)

### TECHNICAL SUPPORT

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For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

**Phone:** 855-ASU-5080 (855-278-5080)

**Web:** [links.asu.edu/myasuservice](https://links.asu.edu/myasuservice)

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

## SYLLABUS DISCLAIMER

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

## ASSIGNMENT SCHEDULE

All assignments are due by **11:59 pm**, Arizona time, of the date listed. You are responsible for calculating the time zone difference between Arizona and wherever you live. Note that Arizona does not observe Daylight Savings.

| WEEK   | MODULE  | POINTS | DUE DATE |
|--|---|--------|----------|
| 3/11-17  | Modules 1 and 2: Gunga Din, Early Asia  |        |          |
|  | Readings: <ul style="list-style-type: none"> <li>Syllabus</li> <li>Home Page in Canvas</li> <li>Orientation Module in Canvas</li> <li>Film: Gunga Din (YouTube)</li> <li>“Social Organization” “The Age of Commerce” and “Early Southeast Asian Categorizations” by Anthony Reid</li> </ul> | --     | --       |
|  | Discussion Post 1: Introduce Yourself to the Class (this does not count for word count on the assignment), and reaction to the film Gunga Din.  | 10     | 3/15     |
|  | Discussion Post 2: Reaction to the Reid Readings  | 10     | 3/15     |
| 3/18-24  | Modules 3 and 4: From the VOC to the Dutch East Indies  |        |          |
|  | Readings: The Hidden Force, “Colonial Law and the Genesis of the Indonesian State”  |        |          |
|  | Films: Max Havelaar   |        |          |
|  | Discussion post 3: On Max Havelaar  | 10     | 3/22     |
| Discussion post 4: On the Hidden Force                     | 10  | 3/22   |          |
| Quiz #1  |   |        |          |
| 3/25-31  | Modules 5 and 6: Commerce to Colonialism, Siam  |        |          |
|  | Readings: <i>Imagined Communities</i> , chapters 1-6.   |        |          |
|  | Films: Kings and Coolies, Anna and the King; sections from two versions of the King and I   |        |          |
|  | Discussion post 5: On Anna and the King   | 10     | 3/29     |
| Discussion Post 6: On <i>Imagined Communities</i>          | 10  | 3/29   |          |
| 4/1-7  | Modules 7 and 8: Nationalism, the Philippines – from Spanish to American Colonialism  |        |          |
|  | Readings: Finish Reading <i>Imagined Communities</i> , “The First Filipino,” “Hard to Imagine” and “Cacique Democracy in the Philippines”   | --     | --       |
|  | Film: Bontoc Eulogy   |        |          |
|  | Discussion Post 7: Bontoc Eulogy  | 10     | 4/5      |
| Discussion Post 8: Imagined Communities and other readings | 10  | 4/5    |          |
| Quiz #2  |   |        |          |

|         |   |    |      |
|---------|---|----|------|
| 4/8-14  | Modules 9 and 10: India and Gandhi, swaraj and swadeshi; Revolution or Death  |    |      |
|         | Readings: Cox, Peter. Re-evaluating Gandhi: Swaraj and Swadeshi in "Environmental" Activism. Journal for the Study of Religion, Nature and Culture, 02/2007, Volume 9, Issue 1; The Fugitive, and "Houseboy + Maid"   | -- | --   |
|         | Films: Gandhi; Revolution or Death  |    |      |
|         | Discussion Post 9: Gandhi, Swaraj, Swadeshi   | 10 | 4/12 |
|         | Discussion Post 10: Revolution or Death   | 10 | 4/12 |
| 4/15-21 | Modules 11 and 12: Communism: France and Indochina; China   |    |      |
|         | Readings: "Nationalism, Revolution, and Organization in Indonesian Communism", "Sexual Affronts" and "Mixed Bloods" Ann Stoler, <i>Comparative Studies in Society and History</i> , Vol. 34, No. 3 (Jul., 1992), pp. 514-551; "Lenin, Mao and Aidit" Justus M. Van Der Kroef, <i>The China Quarterly</i> , No. 10 (Apr. - Jun., 1962), pp. 23-44; Far eastern review dec 1928, v24 128-34 and Pacific Affairs, jan 32, v5, 66-81. | -- | --   |
|         | Films: Indochine; sections from Fog of War; Sand Pebbles  |    |      |
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|         | Readings: Burmese Days, "How to Kill an Elephant"   | -- | --   |
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