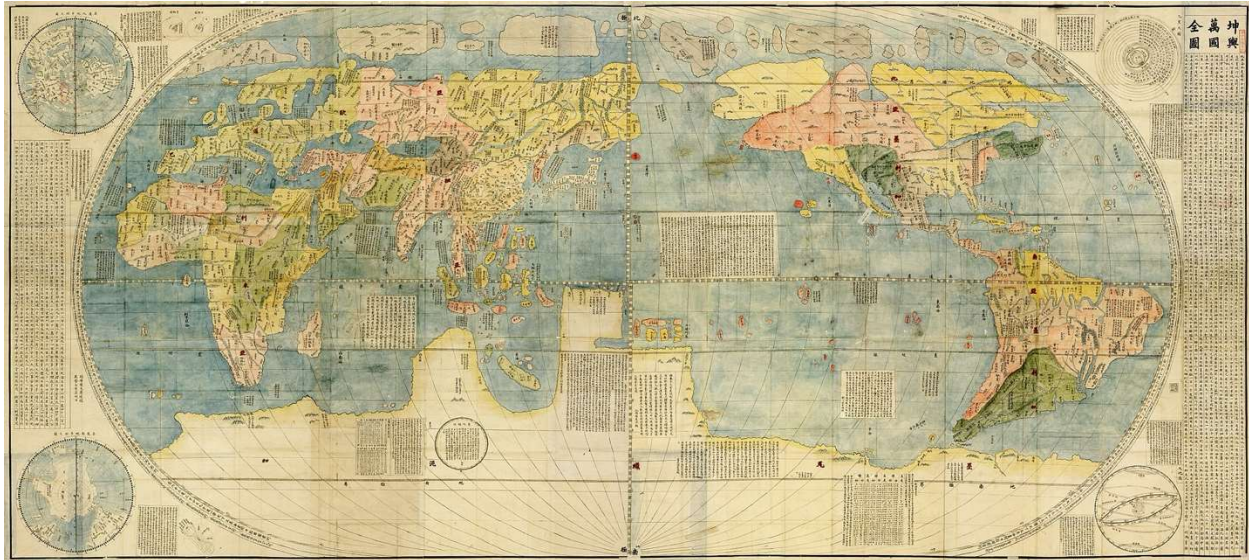


ASH 3931: Asian Borderlands

Instructor: Prof. James Gerien-Chen
Class Meeting Times: MWF, 3–3:50 pm
Classroom: Keene-Flint 105
Office Hours: Mondays, 4–5, via Zoom only; Wednesdays, 4–5, in person (Keene-Flint 019) or via Zoom; and by appointment

Email: jgerienchen@ufl.edu
Phone Number: (352) 392-0271



Early 17th c. Japanese adaptation (*Kon'yo Bankoku Zenzu*) of 1602 *Kunyu Wanguo Quantu* (1602) by Matteo Ricci et. al.

Course Description

Xinjiang, Taiwan, Hong Kong: what do all of these contemporary geopolitical flashpoints have in common? This course will take a “borderlands” perspective to trace the histories of these complex places in regional and global contexts. Putting these “marginal” regions at the center of our study, we will investigate how these borderlands shaped Qing (Chinese), British, Japanese, and American imperialisms, racial formations, the environment, war, state building, capitalist development, and geopolitics from the 17th to the 20th centuries.

Course Objectives

This upper-level course will pursue several inter-related objectives. You will:

- Think historically and analytically about borders and borderlands, empires and imperialism, and ethnicity and nationalism, identifying key theories, themes, events, figures, and narrating change and continuity over time.
- Engage in historical research and analysis, evaluating secondary scholarship and primary sources in a variety of contexts.
- Craft historical questions and arguments, developing skills in written and oral communication.

Covid Statement

These are unusual, unpredictable, and often very stressful times. History classes are built around a classroom community, and this semester more than ever relies on our collective willingness to teach and learn from each other. I also recognize that you may be encountering, or may throughout the semester encounter, challenges beyond the classroom. I recognize the strain that these challenges may place on you and truly care about your mental and physical health. I encourage you to reach out to me at any time to discuss concerns or questions you might have about the class or otherwise, or if you are finding it challenging to keep up with class attendance and assignments, participate in discussion, or otherwise.

Required Texts

Jeffrey Wasserstrom, *Vigil: Hong Kong on the Brink*. Columbia Global Reports, 2020.

Students are expected to keep up with reading assignments, which average about 90–100 pages per week. All other readings will be made available on Canvas or through the UF Libraries. Additional primary source documents not listed on the syllabus may be distributed from time to time as necessary.

Course Format

Our class will meet **synchronously (live)** during the assigned time. If you will have difficulties attending class, please let me know. Monday and Wednesday meetings will generally feature a mixture of lecture and discussion, while we will devote Friday primarily to small group work and discussion.

To accommodate the current conditions of the coronavirus pandemic, if conditions such as quarantine, illness, or other personal health concerns require you to attend remotely, there will be a **synchronous, online option via Zoom (“HyFlex”)** for the **first four weeks of class (August 23–September 17)**. **During this period, you may attend via Zoom, but only with advanced notice.** The HyFlex attendance option, available for at least the first four weeks of the semester, is meant to allow for students who cannot attend class in-person because of quarantine or other personal and/or health concerns to participate fully in classroom activities. **After this period, I will reevaluate the availability of the HyFlex option to take into account student need for a remote option to accommodate quarantine needs and health and other personal concerns. Students should not expect the course to have a HyFlex component through the duration of the semester.**

Course Communication

Please come to office hours! I enjoy getting to know you outside of the classroom, and office hours are an especially good way to discuss your interests and concerns with the class, assignments, your major, and more.

The university requires that office hours must be held in person this semester, but we are allowed to offer you an option to meet via Zoom. I prefer meeting via Zoom but will not penalize you for attending office hours in person. If my scheduled office hours do not work for your schedule, please do not hesitate to email me to set up another time to meet.

Please check your UF email regularly, as I will use it to communicate with you about course announcements, reading suggestions, what to expect in class, etc.

Please email me directly at jgerienchen@ufl.edu. Messages sent via Canvas do not always get forwarded to my Inbox. I will typically get back to you within 24 hours; if you do not hear back within 48 hours, please feel free to send me a reminder. I may be slower to respond over the weekend.

Assignments and Grading

History classes thrive on discussion, critique, and learning from one another. The class' success, and what we each get out of it, depend on our collective efforts to complete all reading assignments and come to meetings prepared to engage course materials and each other's ideas. That said, I recognize that personal, institutional, and societal circumstances are unusual and may continue to change throughout the semester. Please understand that I will make adjustments to the syllabus and assignments as necessary.

Full assignment guidelines will be provided in advance and posted on Canvas. You must complete all assignments to pass the course.

Attendance and Participation	10%	
Active Reading Journal	10%	
Perusall Annotations	10%	
Comparative Paper (4–5 pgs.)	15%	Friday, October 1
Primary Source Analysis (3 pgs.)	15%	Friday, October 22
Short Paper (4–5 pgs.)	15%	Friday, November 19
Final Portfolio	25%	Friday, December 10

Grading Scale

93.3-100%	A	73.3-76.6%	C
90-93.2%	A-	*70-73.2%	C-
86.7-89.9%	B+	66.7-69.9%	D+
83.3-86.6%	B	63.3-66.6%	D
80-83.2%	B-	60-63.2%	D-
76.7-79.9%	C+	Below 60	E

*A grade of C- does not count as a passing grade for major, minor, Gen Ed, Gordon Rule, or basic distribution requirements.

For more information in UF's grading systems and policies, please see the [UF Undergraduate Catalog](#).

Extensions

You are allowed a one-time, no questions asked 48-hour extension on any written assignment during the semester (not including the midterm or the final). To take advantage of this opportunity, you must email the instructor via email at least 24 hours prior to the assignment deadline. If you anticipate difficulties in meeting subsequent deadlines, please contact the instructor right away to discuss extensions.

Policies and Expectations

Attendance and Makeup Policy

Attendance is mandatory in all class sessions. To accommodate unexpected circumstances, you are allowed three unexcused absences throughout the semester, no questions asked. Unexcused absences beyond this will adversely affect your grade. Students who miss more than 50% of class meetings cannot pass the course.

For extended absences related to the coronavirus pandemic, please contact the instructor as soon as possible.

Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at Attendance Policies.

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Classroom Etiquette

Students are expected to arrive to class on-time. Students should use electronic devices (laptops and tablets) only to take notes or reference assigned texts and materials. Please refrain from using electronic devices for texting or other personal reasons during class.

Zoom Presence Policy

Your participation grade will be calculated on the basis of your attendance and participation in class activities. The HyFlex attendance option, available for at least the first four weeks of the semester, is meant to allow for students who cannot attend class in-person because of quarantine or other personal and/or health concerns to participate fully in classroom activities. The pedagogical approach of this course depends heavily on student engagement and interaction. Therefore, following the CLAS policy for HyFlex implemented during the Spring 2021 semester, students joining via Zoom are required, at a minimum, to participate through the audio function of Zoom. Your video presence is invited and highly encouraged, especially for discussion and small-group activities.

Statement Regarding Course Recording

For lecture-based sessions: Our lecture-based class sessions may be audio visually recorded for students in the class to refer back to and for use of enrolled students who are unable to attend live. Students who participate via Zoom with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are unwilling to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

For discussion-based sessions: Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Discussion sessions will not be recorded by the instructor and may not be recorded by students.

Student recordings: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Academic Honesty

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/students/get-started/> or 352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter

which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the [Gatorevals website](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the evaluation system. Summaries of course evaluation results are available to students at the [public results website](#).

Date	Readings and Assignments	Deadlines and Reminders
Week 1: Introduction What/where are borderlands?		
August 23, 25, 27	Read: Frederick Jackson Turner, "The Significance of the Frontier in American History" Jeremy Adelman and Stephen Aron, "From Borderlands to Borders: Empires, Nation-States, and the Peoples in Between in North American History"	
Week 2: Nationalism How have historians written about "ethnicity" and "nationalism"?		
August 30, September 1	Benedict Anderson, "Imagined Communities," selections "How to Read in College: Staying Afloat: Some Scattered Suggestions on Reading in College" Allen Chun, "Fuck Chineseness: On the Ambiguities of Ethnicity as Culture as Identity"	
Week 3: The Qing Empire and "Ethnicity" Who were the Manchus? How have historians characterized the nature of the Qing empire, and why are these debates important?		
Sept 8, 10	Mark Elliott, "Ethnicity in the Qing Eight Banners" Xu Jieshun, "Understanding the Snowball Theory of the Han Nationality"	
Week 4: Qing Conquest and Its Forms of Knowledge How did the Qing empire conquer and rule new borderland territories? How did the Qing conquests shape such modes of knowledge production as history writing, ethnography/travel writing, and cartography?		
Sept 13 , 15, 17	Peter Perdue, "Erasing the Empire, Re-racing the Nation: Racialism and Culturalism in Imperial China," in Stoler, McGranahan, and Perdue, <i>Imperial Formations</i> . Emma Teng, "An Island of Women: Gender in Qing Travel Writing about Taiwan," in Ballantyne and Burton, <i>Bodies in Contact: Rethinking Colonial Encounters in World History</i> . Primary sources from Teng (gazetteers and excerpts from Yu Yonghe, <i>Small Sea Travelogue</i> and Ding Shaoyi, <i>Brief Record of the Eastern Ocean</i>)	

<p>Week 5: Borderland Settlers and Ecologies How did the Qing conquest of the southwest affect the “Han” who settled there? How did environment shape identity and vice-versa, and in turn, shape Qing rule in the borderlands?</p>		
<p>Sept 20, 22, 24</p>	<p>C. Patterson Giersch, “From Subjects to Han: The Rise of Han as Identity in Nineteenth-Century Southwest China,” in Mullaney, Leibold, Gros, and Bussche, eds. <i>Critical Han Studies</i></p> <p>David Bello, “To Go Where No Han Could Go for Long: Malaria and the Qing Construction of Ethnic Administrative Space in Frontier Yunnan”</p> <p>Primary source: Yan Ruyi, “Conditions and Customs in the Mountains” (trans. Daniel McMahon)</p>	
<p>Week 6: Nineteenth Century Crises How did global trade, internal migration, and environment shape conceptions of ethnicity in the Pearl River Delta? To what degree can we consider the Pearl River Delta and Canton a “borderland”?</p>		
<p>Sept 27, 29, October 1</p>	<p>John Wong, “A Study of the Structural Context: The Colliding Worlds in Canton”</p> <p>Helen Siu and Liu Zhiwei, “Lineage, Market, Pirate, and Dan: Ethnicity in the Pearl River Delta of South China”</p> <p>Excerpts from New Qing History debate</p>	<p>Comparative Paper due Friday, October 1</p>
<p>Week 7: Japanese Imperialism and the Treaty-Port World How did Japanese imperialism shape conceptions of borders, territory, indigeneity, and processes of state-building across the region?</p>		
<p>Oct 4, 6</p>	<p>Robert Eskildsen, “Of Civilization and Savages: The Mimetic Imperialism of Japan’s 1874 Expedition to Taiwan”</p> <p>Matsuda Kyōko, “Inō Kanori’s ‘History’ of Taiwan: Colonial Ethnology, the Civilizing Mission, and Struggles for Survival in East Asia,” trans. Paul Barclay</p> <p>Primary source: Taiwan Expedition Prints</p>	
<p>Week 8: “Colonial” Xinjiang? To what degree can we consider Qing rule in Xinjiang in the late nineteenth century “colonialism”? To what degree was it part of global approaches to “the frontier” during that time?</p>		
<p>Oct 11, 13, 15</p>	<p>Eric Schluessel, <i>Land of Strangers: The Civilizing Project in Qing Central Asia</i></p>	

<p>Week 9: Migration and Borders I</p> <p>The next two weeks we consider how historians have tied Asian migration and conceptions of public health to the rise of borders, both national and urban. We consider whether we can think of “borders” or “borderlands” conceptually, as existing in cities, for example. We also consider how borders look from the “top-down” versus from the “bottom-up.”</p>		
<p>Oct 18, 20, 22</p>	<p>Adam McKeown, <i>Melancholy Order: Asian Migration and the Globalization of Borders</i>, selections.</p> <p>Nayan Shah, “Public Health and the Mapping of Chinatown,” and/or “Between ‘Oriental Depravity’ and ‘Natural Degenerates’: Spatial Borderlands and the Making of Ordinary Americans”</p>	<p>Primary Source Analysis due Friday, October 22</p>
<p>Week 10: Migration and Borders II</p>		
<p>Oct 25, 27, 29</p>	<p>Erika Lee, “Defying Exclusion: Chinese Immigrants and Their Strategies During the Exclusion Era” (or “Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico, 1882–1924”)</p> <p>Beth Lew-Williams, “‘Chinamen’ and ‘Delinquent Girls’: Intimacy, Exclusion, and a Search for California’s Color Line”</p>	
<p>Week 11: National and/or Imperial Borders in Early Twentieth-Century East Asia</p> <p>This week we “return” to East Asia to consider how the projects of Chinese nation-state-building and Japanese empire-building reconceptualized borders in the early twentieth century.</p>		
<p>November 1, 3, 5</p>	<p>David Ambaras, <i>Japan’s Imperial Underworlds: Intimate Encounters at the Borders of Empire</i></p> <p>Judd Kinzley, <i>Natural Resources and the New Frontier: Constructing Modern China’s Borderlands</i></p>	
<p>Week 12: National and/or Imperial Borders in Cold War East Asia</p> <p>This week we consider how the competing projects of Chinese nation-state-building in the People’s Republic of China and the Republic of China on Taiwan shaped borderland spaces in the postwar/Cold War era. We will consider the degree to which geopolitical borders shaped the everyday experiences of residents of Jinmen/Quemoy and “refugees” between Hong Kong and China.</p>		
<p>Nov 8, 10, 12</p>	<p>Michael Szonyi, <i>Cold War Island: Quemoy on the Front Line</i></p> <p>Laura Madokoro, “Borders Transformed: Sovereign Concerns, Population Movements, and the Making of Territorial Frontiers in Hong Kong, 1949–1967”</p>	
<p>Week 13: Reform and Opening</p>		

<p>This week, we consider how China’s “reform and opening” in the 1970s and 1980s remade connections: between Hong Kong and Shenzhen and between Hong Kong and the United States. Does a “borderlands” perspective help us to understand how these spaces were configured?</p>		
<p>Nov 15, 17, 19</p>	<p>Peter Hamilton, <i>Made in Hong Kong: Transpacific Networks and a New History of Globalization</i></p> <p>Taomo Zhou, “Leveraging Liminality: The Border Town of Bao’an (Shenzhen) and the Origins of China’s Reform and Opening”</p>	<p>Short Paper due Friday, November 19</p>
<p>Week 14</p>		
<p>Nov 22</p>	<p>TBD</p>	
<p>Week 15: Borderlands and Nationalisms in the Twenty-First Century</p> <p>This week, we reflect on how the histories we have read throughout the semester inform our understanding of current geopolitical issues in Asia. To what degree do “borderlands” persist, and to what degree are they remade, in the contemporary world?</p>		
<p>Nov 29, December 1, 3</p>	<p>Jeffrey Wasserstrom, <i>Vigil: Hong Kong on the Brink</i></p> <p>Uradyn Bulag, “Minority Nationalities as Frankenstein’s Monsters? Reshaping ‘the Chinese Nation’ and China’s Quest to Become a ‘Normal Country’”</p> <p>Qiao Collective, “Xinjiang: A Report and Resource Compilation”</p> <p>Brian Hioe, “The Qiao Collective and Left Diasporic Chinese Nationalism”</p>	
<p>Week 16: Conclusions</p>		
<p>Dec 6, 8</p>		
<p>FINAL PORTFOLIO</p>		
<p>Due Friday, December 10, 11:59pm</p>		