

## Asian Studies 3001—Exploring Asia

Lead instructor: Prof. Zhou (Joe) Yu, the Asia Center and Department of Family and Consumer Studies

Instructor's email: [zhou.yu@utah.edu](mailto:zhou.yu@utah.edu)

TA: Thomas Simpson, [u1478929@utah.edu](mailto:u1478929@utah.edu)

Time: Tu / 03:05PM-05:35PM

Location: CTIHB 211



### Course Overview and Objectives:

Asia is **exciting!** It is not only the largest and most populous continent and home to the largest and most populous nations, but also exuding a captivating dynamism across its cultures, populations, economies, and geopolitics.

**As globalization is at a crossroad now, there is no better time to explore Asia!**

This course aims to familiarize students with the diverse methods and approaches used in Asian Studies. It also guides students in planning for their major and future careers related to Asia.

Asian Studies, like other “area studies,” incorporates many academic disciplines to promote an integrated understanding of Asia. The major offers a foundation for building the language and cultural competence required to become global citizens. The linguistic, cultural, analytic and writing skills that the major provides can lead to a variety of different career paths within the US, Utah, and abroad. Throughout the course, students will gain a broad understanding of the ways that Asian language and area studies knowledge can be put into practice across in diverse academic and nonacademic careers.

Each week Asian Studies faculty members, university staff, or professionals working in Asia-related fields will deliver presentations about their areas of expertise and will engage students in discussion of their research or professional practice and general approaches to Asian Studies in academic research and other fields.

Weekly assigned readings will cover a range of topics, including scholarly discussions, current issues, and potential career prospects. Thus, students will have the opportunity to explore Asia through the diverse scholarly perspectives and professional experiences shared by the presenters, while also discovering their own interests and potential career paths.

### Expected Learning Objectives:

The Asian Studies program has four expected learning objectives:

1. **Develop** or **expand** Asian language ability.
2. **Develop** Asia-based awareness for research/careers.
3. **Understand** history, cultures and fundamental ideas and institutions of Asia.
4. **Use** an interdisciplinary lens to analyze and communicate about contemporary issues of Asia/Asians.

Students are expected to establish a strong foundation for the expected learning objectives 2-4 in this class. Students are expected to follow one reference style and reference properly. Do NOT simply copy and paste a bunch of website addresses in the end. Do not include the whole paper titles in the text. Referencing is a foundational skill of a researcher. Here is a detailed list: <https://campusguides.lib.utah.edu/c.php?g=160349&p=6561101>

### **Class Navigation and Structure:**

For the Fall 2023 semester, this class will primarily be in-person. Attendance is required, whether the class is in person or on Zoom.

We aim to create a highly interactive, supportive class atmosphere, whether meeting remotely or face-to-face. A reliable, high-speed internet connection will be needed to participate in this class during weeks of remote, Zoom-based meetings. If you anticipate any problems in this regard, please notify the instructor or TA as soon as possible!

Please familiarize yourselves with the Canvas and Zoom platforms. A Student Guide for navigating Canvas is available [here](#). Please consult this guide or the U's helpdesk (801-581-4000, ext 1; or [helpdesk@utah.edu](mailto:helpdesk@utah.edu)) if you encounter tech-related difficulties. A guide for joining a zoom meeting is available [here](#).

In both the in-person and synchronous Zoom-based class sessions, students will listen to presentations by our guest speakers - either an individual presenter, a panel of presenters, or 2-3 separate presenters. Class meetings will also include periods for question and answer with presenters, open discussion of assigned readings, reflection on assignments, and small group 'break out' sessions for brainstorming, sharing ideas, and other exercises.

We will also build in a short break (10-15 min) into each class session. The timing of the break will vary from session to session.

To make the most of this class be sure to "show up" on time, having read the week's assigned readings, and prepared to engage and ask questions! Note that your participation in class sessions is a significant portion of your final grade.

### **Readings:**

There is no textbook for this course.

However, students are required to acquire free access to New York Times: [attheu.utah.edu/announcements/access-the-new-york-times-online](http://attheu.utah.edu/announcements/access-the-new-york-times-online) OR [accessnyt.com](http://accessnyt.com) and Wall Street Journal: [WSJ.com/UofUtah](http://WSJ.com/UofUtah) OR [education.wsj.com/search-students](http://education.wsj.com/search-students) and regularly check out news reporting on Asia.

All course readings will be uploaded to the Canvas site for the class. The order of presenters and weekly readings are subject to change. Please be sure to check the syllabus regularly for any changes. The instructor (or TA) will also review assignments and syllabus changes at the beginning of each class.

### **Assessment:**

Course grades will be based on the following:

1) **Weekly one-page (single-spaced) reading responses (25%)** Reading response essays should critically reflect upon the week's readings, discussing key themes and engaging with the theories and ideas presented by the author. You should also embed within your essay questions and topics for discussion related to the reading. For full credit, responses should synthesize and analyze each of the assigned readings for the week, discuss specific themes and details from the assigned texts, and raise critical comments and questions for discussion. There are 11 reading response essays due over the course of the semester. We will count your 10 highest essay scores toward this portion of the course grade (i.e., you have one "freebie" for the semester). **Reading response essays are due, by Canvas upload, no later than noon (12:00 pm) on the Wednesday that the readings are assigned. Late work is not accepted unless you are able to present timely documentation of illness or family emergency (e.g., a doctor's note, a positive covid test result, etc). For such cases an arrangement will be arrived at between student and instructor.** If you are having trouble meeting the deadline a certain week you are welcome to use your freebie for the semester.

2) **Three career planning exercises (20%, or 6.67% for each exercise, A, B and C below)**

**A. Aspirational Career Exploration Essay.** Part 1: Write a 1-2 paragraph job description for an aspirational career you would like to have in ten years; describe key aspects of the organization, job duties, and position that would make it attractive or ideal for you. Part 2: In 1-2 additional paragraphs, elaborate upon the skills and experiences you believe such a job requires and discuss possible approaches to developing those skills/experiences (Due at midnight on Wednesday, September 8)

**B. Resume Preparation and Review.**

Part 1: Submit your current resume to the U's Career and Professional Development Center (CPDC) to receive feedback & revise your resume based upon best practices.

Students have two ways they can get feedback: 1) they can drop by the CPDC's Career Studio in SSB 350 (we've reopened it to be in-person) or 2) email their documents to our resume reviews email. You may choose either of these options, but be prepared to provide verification of this resume review. CPDC typically respond to students through the resume reviews email within 1-3 business days.

### **Career Studio Hours (SSB 350)**

- Mondays/Tuesdays: 9am-1pm
- Wednesdays/Thursdays: 3pm-5pm
- Fridays: 10am-2pm

**Resume Reviews Email:** [resumereviews@careers.utah.edu](mailto:resumereviews@careers.utah.edu)

Submit both your old and revised resumes for assignment credit.

Part 2: Think critically and creatively about the type of experiences, skill sets, and credentials that would make you a competitive candidate for your aspirational job (see above). Create a 'hypothetical' resume for yourself in 5-10 years which incorporates future experience, education and other resume content that would enhance your odds of securing such a position. For Part 2, you may request advice and input from the career coaches - they will likely have good advice, but this is not required for the assignment. (Due by noon on Wednesday, October 20).

**C. Crafting a Cover Letter:** Write a cover letter for a "mock" application for your ideal post-graduate job. Apply best practices for effectively communicating your personal strengths and position fit. This will be for the position that you have identified above as your 'aspirational career' (see above) in about 10 years from now.

### Resume/Cover Letter Review Assignment (Parts B & C above)

For these assignments (B & C), you will need to consult with staff of the U's Career & Professional Development Center (CPDC) staff and obtain their review of your resume and cover letter. You can get your documents reviewed in two ways:

1. You can drop into the CPDC's live **Virtual Career Studio** without an appointment and get instant feedback on either your resume or cover letter. The Virtual Career Studio is open from 2-7pm, Monday-Friday. To learn more and visit the Studio, please go to this link: <https://careers.utah.edu/virtual-support/>.
2. You can **email** your resume and cover letter drafts to the CPDC and ask them to email you their feedback. Please send your documents to [resumereviews@careers.utah.edu](mailto:resumereviews@careers.utah.edu). Please note that it usually takes 1-3 business days (Monday-Friday) to hear back, so please plan accordingly.

To get credit for this assignment, you will need to upload to Canvas your reviewed resume and cover letter drafts AND proof of your visit(s) to the Virtual Career Studio and/or your use of the CPDC review email to Canvas for full credit. You can submit a screen shot of your meeting in the Studio, or you can upload the email reply you received from the CPDC.

If you have any questions about this assignment, please contact Megan Randall (Career Coach in the CPDC) at [mrandall@sa.utah.edu](mailto:mrandall@sa.utah.edu).

**3) Final Essay and Class Presentation (5-6 pages, double-spaced) (30%)** (Submit via Canvas on last day of class - by 1:00 pm on Tuesday, December 5). The final essay is on an Asia-related question of your choice and will incorporate scholarly sources from at least two disciplines.

**4) Attendance and active participation in class discussions (25%).** Students are expected to show up to class or sign in to Canvas on time each week. You should be prepared to engage with the readings and the presenter at every class session. All students are expected to share their reflections on assigned readings and/or to ask questions of the guest presenters each week. Absences in case of personal or family emergencies should be communicated with the instructor in advance of the class whenever possible. Students may miss one class without penalty; beyond one absence there will be deductions to this portion of the class grade.

**5) Generative AI** such as Google's Bard ([bard.google.com](https://bard.google.com)) and OpenAI's ChatGPT ([chat.openai.com](https://chat.openai.com)) is a powerful tool for learning and for work. We are studying its pros and cons and how we can best use it in our education. Rules around this will change as technology evolves. Here is a recent piece: <https://www.vox.com/technology/23673018/generative-ai-chatgpt-bing-bard-work-jobs>

Here are the ground rules in this class:

DOs:

1. Do use it for brainstorming and experimenting with different ideas.
2. Do ask questions about study material and concepts you don't understand.
3. Do use it to proofread your writing and catch grammatical mistakes.
4. If you use it in this class, you **MUST** write no less than three sentences describing the limitations of generative AI that you encountered.

Don'ts:

1. Don't ask generative AI to create ideas or write essays for you. No one wants to become AI "slaves."

2. Don't blindly trust AI-generated information, especially on references! It hallucinates from time to time. You can ask Bard and ChatGPT about hallucinations.
3. Don't do anything that violates U's academic integrity policy.

### **Other Important Information:**

Email. Students are **required** to have an Umail address and check email regularly.

Americans with Disabilities Act (ADA) Statement. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access (<https://disability.utah.edu/> (Links to an external site.)), 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu) 801-581-7776.

Veterans Center. If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center. If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone\*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>.

Research 1 University. The **University of Utah** is the only AAU member university and the only institution classified in the highest research category (R1) in the State of Utah, providing students with access to state-of-the-art research facilities and allowing students to be part of the knowledge creation process. Students will have the opportunity to do research of their own with faculty who are leading experts in their field, engaging in programs that match their research interests. Further, students will interact with and often take classes with graduate students, gaining advanced knowledge of the field.

Disability Services. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Please refer the following links for university academic calendar, faculty responsibilities, and “Accommodations Policy” statement,

"Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience."

<http://www.sa.utah.edu/regist/documents/2005-2006.pdf>

<http://www.admin.utah.edu/fhb/>

<http://www.admin.utah.edu/facdev/accommodations-policy.pdf>

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, SSB 328, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Faculty and student responsibilities. (<http://regulations.utah.edu/academics/6-316.php>)

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

Class schedule and academic calendar. You can find important deadlines in the following link.

<http://www.sa.utah.edu/regist/calendar/datesDeadlines/deadlines.htm>

Student names & personal pronouns. Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center.  
[https://lgbt.utah.edu/campus/faculty\\_resources.php](https://lgbt.utah.edu/campus/faculty_resources.php)

Learners of English as an Additional/Second Language. If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics EAS Program (<http://linguistics.utah.edu/eas-program/index.php>); the Writing Center

(<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Safety statement. “The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).” Any student who has difficulty getting enough to eat every day, lacks a safe place to live, or faces unjust deportation is living with hardship that may make it difficult to excel in this course. If any of these is the case, you are urged to contact the Dean of Students for support. Furthermore, please notify me if you are uncomfortable in doing so, and I’ll help however I can.