Instructor
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ASIA 303

Exploring Research in Asian Studies through the Regional Conference Asian Studies on the Pacific Coast (ASPAC) June 8-10, 2018

Section 1 (2 Credits; no prerequisites)
Summer 2018

Course Overview

This class offers a hands-on experience with academic research in Asian Studies through the lens of our regional Asian studies on the Pacific Coast conference, hosted by Washington State University on its Pullman campus. In a pre-conference workshop, students will learn about the work that goes into hosting a conference and the goals that both the attendees and the hosts may have for this upcoming event. Students will explore the process of writing, submitting and evaluating abstracts for the conference and the creation of the conference program. Students will choose a minimum of eight 1.5-hour panel sessions to attend. They will learn how to effectively prepare to be able to ask meaningful questions of presenters, including engaging with previously published research on a panel's topic.

Students will also prepare to interview both senior and junior academics attending the conference. Lastly, they will assess their own learning throughout the week of class as it pertains to the Asia Program's six Learning Outcomes. Students will write a pre-conference attendance plan and keep a journal of their experiences. They will, as a group, design and prepare appropriate interview prompts for interviews with senior and junior scholars. They will conduct such interviews individually or in a team. They will choose two panels of the eight they attended during the conference and for each of them write an in-depth review of the panel experience, including an exploration to which degree this panel added new information or new perspectives within its field of research. Since the conference, just like the Asia Program, is both multi-regional and interdisciplinary, this class will allow students to develop a sense of the scope of research within the field and help them identify areas of interest for their own senior projects.

Meeting Schedule

This class will meet for a 6-hour workshop immediately before the ASPAC conference. Students will attend a minimum of eight panel sessions as well as scheduled cultural events during the ASPAC conference and meet for a brief (1-hour) reflective gathering after the conclusion of the ASPAC conference.

Tue, June 5, 8 am-2 pm   Pre-conference workshop, including Library tutorial, team work on interview questions
Fri, June 8, 8 am – Sun, June 10, 12 pm   **ASPAC conference**
                          Students attend a minimum of eight 1.5 hour-long panels, the keynote address and at
                          least one cultural event, or dinner.
Sun, June 10, 2-3 pm   Brief reflective post-conference gathering

Students will be working on assignments online between the Tuesday, June 5 workshop and the conference itself to prepare for interviews with scholars and a meaningful engagement with the panels they chose to attend. Unless otherwise noted, assignments will have to be submitted within two weeks after the conference (Deadline June 25, 11:55 pm)

Required Texts   No texts have to be purchased for this class.

All readings will be made available to you in our Blackboard course space.

Additional Costs There are no additional costs. The WSU Asia Program will waive the conference fees and cover the cost of the conference dinner for all students who signed up for this class.

Learning Goals, Expected Outcomes, and Assessment

University Learning Goals	Expected Outcome	Assessment: Related Assignments
Learning Goal 1: Critical and Creative Thinking		
● This course challenges students to read and listen for context, for argument, and for evidence; ● To carefull and critically examine scholarly research in progress ● To identify ways to engage critically and creatively with scholars and their work ● To reconsider old assumptions in light of new evidence.	Students will demonstrate growing comfort in participating in current debabes among scholars in their field through their questions and observations within a "beginer's mind" framework.	Pre-Conference Workshop 6/05 ● Assessment of Scholarly Abstracts ● Library Research into ASPAC attendees and their previous and current scholarship ● Development of Interview questions for senior and junior scholars attending ASPAC (group assignment) ● Preparation of potential follow-up questions for panelists Conference ● Active engagement with eight panels as participant and observer ● Interviews conducted with participants Post-Conference ● Review paper on two chosen panels ● Reflection on Conference experience
Learning Goal 2: Information Literacy		
● This course introduces students to sophisticated search techniques to help them effectively asses the contributions of individual scholars to the field of Asian studies and to develop a sense of the current state of knowledge in areas addressed by individual conference panels.	Students will pass this course with a stronger understanding of library search strategies related to current scholarship in the field of East Asian studies. They will demonstrate the ability to effectively implement library search strategies and to use information legally and ethically. They will recognize other scholars' intellectual property by implementing proper attribution.	A library tutorial (7/05) Detailed written instructions for research and citations; In-class exploration of search-strategies and notations with feedback to improve search strategies and find appropriate sources.

Learning Goal 3: Develop Communication Skills		
• This course challenges students to develop oral communication skills "for the real world" as they prepare and conduct interviews with conference participants about their career paths and their scholarly work and research. • They will also hone their skills in written communication as they explore how to write an effective scholarly research abstract, submit in-depth reports of two panels they attended and reflect in writing on the overall experience of the conference	• Students who pass this class will demonstrate the ability to use well-prepared conversations with senior scholars as a pathway to deepen their understanding of the field of Asian Studies in general and individual research agendas in particular. • They will practice with fellow students and conference participants how to explore diverse opinions, values and perspectives in a respectful and productive manner. • By carefully observing how conference participants from all over the world connect in formal and informal settings, they will get a sense of the implicit rules of scholarly conduct within the field of Asian Studies.	Pre-Conference workshop: • Preparing productive, well-informed and respectful questions for interviews with conference participants • Assessing abstracts and developing a blueprint for quality abstracts Conference: • Conducting oral interviews with participants, preparing for and asking good questions in panel discussions. Post-conference: • Analytical essay on two panels • Reflective essay on the conference experience.

Asia Program Learning Outcomes

This class will ask students to reflect, for each of the events they attend, and for the conference at large, which of the Asia Program Learning Outcomes below they see addressed.

1. Identify, locate, and critically evaluate resources for the study of Asia.
2. Understand the commonalities, complexity, and diversity of Asia.
3. Understand disciplinary approaches to the study of Asia.
4. Identify problems and questions RELATED TO ASIA and place in appropriate context.
5. Understand traditions and transformations of Asian cultures.
6. Have competency in an Asian language equivalent to second-year level

Assignments in Overview

Exploring and Assessing Conference Abstracts	5% of Final Grade
Developing your individual Conference Attendance Plan	5% of Final Grade
Researching scholarly background of 8 panelists	25% of Final Grade

Developing appropriate general interview questions (team)	5% of Grade
Developing appropriate questions for specific interviews	10% of Final Grade
Conducting and summarizing two interviews	10% of Final Grade
Attending and summarizing eight panel sessions of your choice	25 % of Final Grade
In-depth (3 page) description of two panels of your choice	10% of Final Grade
Active Participation	5% of Final Grade

Grading Scale

Grade	Percent of Final Grade	Grade	Points
A	93–100%	C	700-769
A–	90–92%	C–	650-699
B+	87–89%	D+	600-649
B	83–86%	D	550-599
B–	80–82%	F	Below 550
C+	77–79%		

Assignments in some Detail

Exploring and Assessing Conference Abstracts Students will have access to the abstracts submitted for the conference. They will collaborate to identify the disciplinary and methodological approaches described in 10 of the submitted abstracts and identify key qualities of effective abstracts and explore in which way each abstract presents new venues for scholarly exploration, and how its significance to the field of Asian Studies is established. (Team in-class Assignment during pre-Conference Workshop) **A strong Assessment of Abstracts (90-100%)** Fully explores all listed parameters and assesses the effectiveness of each abstract. **A good Assessment of Abstracts (80-90%)** Explores all parameters, but fails to correctly assess some of them. **An acceptable Assessment of Abstracts (70-80%)** Explores each abstract only superficially and fails to address key components of the assignment.	5% of Final Grade
Developing your individual Conference Attendance Plan Students will use the conference program and their knowledge of the abstracts submitted for each panel to identify wich of the panels and presentations they wish to attend. Along with their	5% of Final Grade

personal plan they will submit a rationale for their choices. **A strong individual Conference Attendance Plan (90-100%)** Makes explicit connections between research interests and chosen panels. **A competent individual Conference Attendance Plan (80-90%)** Demonstrates limited scholarly purpose, but active curiosity in diverse areas. **An acceptable individual Conference Attendance Plan (70-80%)** Does not make its rationale fully explicit.	
Researching scholarly background of 8 panelists: Following a hands-on workshop with our Asian Studies librarian, students will choose 8 scholars (including at least four senior scholars) attending the conference for this project. Students will use library-data base and online searches to develop an understanding of each scholar's academic background and research profile. Students will identify one recent article-length publication for each of the scholars they chose and note the publications key points. They will submit their research in a blackboard discussion forum available to all students in the class. The parameters for this assignment will be developed in the pre-conference workshop, offering students an opportunity to explore not only how to conduct this research through effective methods in a library tutorial, but also to explore what kind of information would constitute a well-designed scholarly profile. Students will then design their own rubric to effectively assess this assignment.	25% of Final Grade
Developing appropriate general interview questions: During our pre-conference workshop students will work in teams to develop a set of open-ended general questions to use in their interviews of senior scholars. They will, as a team, assess whether these questions are appropriate and conducive to productive conversations. Each team should submit a list of 10 such general questions. Again, student teams will be asked to collaborate in identifying what constitutes good, open-ended and respectful questions to of junior or senior scholars. They will have an opportunity to test these questions with scholar-volunteers during the pre-conference workshop before they decide on their final list. (Grading: pass-fail)	5% of Grade
Developing appropriate questions for specific interviews Based on their exploration of the scholarly background of eight panelists, students will choose four scholars to interview and	10% of Final Grade

prepare lists of questions that reflect each person's specific field of research and academic role. This assignment will be due on Thursday, June 7, at noon, submitted in the Blackboard space, in order to allow for pre-conference assessment and critique. **A strong list of questions (90-100%)** Clearly reflects good knowledge and understanding of the interviewee's scholarly profile and invites the interviewee to elaborate more freely on research interests **A good list of questions (80-90%)** Demonstrates some knowledge of the interviewee's scholarly profile, but is not conducive to a shared exploration of research interests. **An acceptable list of questions (70-80%)** Demonstrates limited knowledge of the interviewee's research profile and has questions that are not as skillfully designed to invite in-depth responses.	
Conducting and summarizing two interviews Students will individually, or in a team of two, approach two of the four scholars they prepared to interview and ask permission to conduct an interview, explaining the parameters of this assignment. Each student will submit his own summary of the interview on Blackboard. (Due date June 25) **A strong summary of the interview (90-100%)** Clearly reflects a thoughtful engagement with the interviewee **A good summary of the interview (80-90%)** Presents the gist of the conversation accurately, but reflects a more mechanical engagement with the interview **An acceptable summary of the interview (70-80%)** Provides only a limited amount of information that is mostly identical to what has been established in previous research.	10% of Final Grade
Attending and summarizing eight panel sessions of your choice Students will attend the panels as planned and write a brief account of each of the panels, including not only a summary of the papers presented, but also of the discussion between the panelists and the audience, and a reflection of the effectiveness of the panel overall, and what, if any, Asia Program Learning Outcomes it addressed directly or indirectly. Students are free to discuss their impressions with other members of the class, but they are expected to submit their own summaries on Blackboard. (Due date June 25) **A strong summary of eight panel sessions (90-100%)** Includes all parameters listed above and reflects deep engagement with the subject matter presented, including, perhaps critical assessment of the remarkble potential or alternatively the limits of individual panels and presentations **A good summary of eight panel sessions (80-90%)** Includes all parameters listed above, but fails to reflect on the significance of the experience	25 % of Final Grade

An acceptable summary of eight panel sessions (70-80%) Includes most parameters listed above, but omits some pertinent information and does not include any reflection on the significance of the experience.	
In-depth (3 page) description and analysis of two panels of your choice Students will choose two of the eight panels they attended for a more in-depth description. With the help of the panel abstracts, they will explore how well the papers presented aligned with their abstracts, and reflect on what they noticed about the ability of each panelist to make a clear and convincing argument within the allotted time frame. (Due Date June 25) **A strong description and analysis of two panels (90-100%)** Includes all parameters listed above and reflects deep engagement with the subject matter presented, including, perhaps critical assessment of the remarkble potential or alternatively the limits of individual panels and presentations **A good description and analysis of two panels (80-90%)** Includes all parameters listed above, but fails to reflect on the significance of the experience **An acceptable description and analysis of two panels (70-80%)** Includes most parameters listed above, but omits some pertinent information and does not include any reflection on the significance of the experience.	10% of Final Grade
Active Participation This grade will primarily (but not exclusively) reflect each student's contributions to the pre-conference workshop and post-conference gathering. It includes each student's willingness to contribute to his or her team, and each student's ability to carefully listen and respond to contributions of others.	5% of Final Grade

Attendance Policy

This class will meet only during four days in June 2018 for a pre-conference workshop and the ASPAC conference itself. Attendance of both the pre-conference workshop and the conference itself are vital for students to gain benefit from this class. Should you have a serious reason to be absent, kindly contact the instructor as soon as you are aware that you will need to miss a part of this class. The instructor will do her best to see if there are ways to make up for missed content. Depending on the duration of your absence, it may, however, be impossible for you to succeed in the class and you may need to withdraw.

Make-up Policy and Policy for Work handed in late

There are no exams in this class. If you need to miss a deadline due to a situation beyond your control (such as serious illness or a family emergency), please alert the instructor through email as soon as you can. Otherwise each assignment handed in after the due date will receive an automatic deduction of 3% of the maximum grade for each weekday it is late.

WSU Reasonable Accommodations Policy

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center at Washington Building 217 509-335-3417 to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. For more information contact a Disability Specialist on your home campus.

Pullman or WSU Online: 509-335-3417, Washington Building 217; http://accesscenter.wsu.edu

Access.Center@wsu.edu

Academic Integrity

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive failing grades in the course, will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010. If you have any questions about what is and is not allowed in this course, you should ask me before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at http://conduct.wsu.edu/.

Safety and Emergency Notification

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act," protocol for all types of emergencies and the "Run, Hide, Fight" response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI's Run, Hide, Fight video and visit the WSU safety portal.