

UNEQUAL GEOGRAPHIES:  
ASIA AND THE MAKING OF AN INTER-REGIONAL WORLD  
SPRING 2016

TIME: MONDAY, 10:00 A.M.-12:00 P.M.  
PLACE: TBA

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Office Hours: Monday, 2:00 p.m.-4:00 p.m.  
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This course recasts the ways in which transnational Asians outside of Asia shaped the global interdependence of our world. Designed as an inter-regional seminar, it offers a social history of global interdependence as experienced primarily by Asian peoples.

In contrast to well-known histories of Western internationalists, this course explores the individual and group biographies of East, Southeast and South Asians as well as Russians who left their home countries for a life in a different culture, society and political environment outside of Asia. Their experiences covered a wide spectrum of transnational patterns: assimilation, cultural self-preservation, exile, persecution, refugee life, overseas planning for national revolution, temporary migration and immigration. Examples include the origins of foreign language programs in the West, the perils of cosmopolitan life, the allure of nationalist revolution.

These forms and dynamics of unequal geographies affected transnational men and women from China, Japan, Korea, India, Vietnam, Russia and other places. How exactly and why did their inter-cultural lives change the meaning, immediacy and drama of the shrinking world from the mid-19<sup>th</sup> century to the present?

Individual and collective biographies will offer snapshots of a largely forgotten world of transnational connections, straddling the spheres of private life, public relations and global social change and engaging with issues such as placement and perception (social, cultural, economic, political) of travelers, refugees and migrants, their vulnerability and responsibility and the responses of host societies under pressure.

Primary sources used in weekly assignments will offer students the opportunity to engage with the most immediate, written testimony of human experience. On this basis, students will develop the capacity to examine critically issues of power, international and transnational hierarchies, the role of the state as an aggressor or protector, the perils and promises of subjecthood and citizenship, the intermeshing of official and private functions as well as professional and personal identities, itinerant lives and their social, political and cultural anchors.

Each class will devote one hour to student presentations of the primary source and a subsequent class discussion of the primary source. Through these close readings of primary sources, students without prior immersion in history courses will learn the methods for and value of

- a) identifying the genre and uncovering the strategies that drive a text
- b) distinguishing between the effect texts had on readers in the past and today
- c) reading a text between the lines and in historical context
- d) engaging in critical analysis of cross-cultural comparisons

In office hours one week before the respective class, a student or team of two will meet with me to be introduced to a primary source and understand its context. On this basis, the students will prepare 20 minute presentations of the source.

This course aims to provide a geographically expansive perspective on the multiple roles and functions of Asian mobility in a globalizing world. Ranging from the late 19<sup>th</sup> century to the present, it explores how and why a plethora of intercultural encounters produced conflict, cooperation and continuing crises for transnational Asians themselves, their host societies and the international community around them, in issues from overseas revolutionary planning and wartime refugees to transnational harm and humanitarian aid.

### **Course Requirements & Grading**

Participation & Reading Questions	20%
Four Response Papers (1,000 words each)	30%
Final Paper (5,000 words)	50%

### **Assignments & Expectations**

Class attendance is mandatory. Absences will be excused in medical or other emergencies. Your **participation** consists of two activities:

- a) your oral contributions to our discussion in class
- b) one **reading question** that formulates an unsolved problem or dilemma from the readings and offers an answer to this problem.

The reading question has to be posted on the course website (“dropbox”) within 24 hrs *before* the beginning of the respective class (meaning by **each Sunday at 10:00 a.m.**) This will ensure that we all are intellectually prepared for class.

Each of the **four response papers** (1,000 words) draws on the readings of one week of your choice and the class discussion that followed. It has to be **e-mailed** to me within 48 hrs *after* the end of the respective class (meaning by **Wednesday at 12:00 p.m.**)

The **final paper** (5,000 words) should discuss a question that draws on the readings but supersedes them analytically. I offer to discuss your final paper project with me during office hours. In this meeting, I will be happy to assist you with additional primary sources that will help you to tackle your analytic question of choice.

### **Plagiarism**

Academic honesty is one of the virtues to be learned at university; it is also essential to the learning experience itself and therefore in your own interest. If an assignment adopts quotations, lines of argument or ideas from an un-credited source, the student will fail the assignment and may be reported to the Dean’s Office. Students should abide by the Faculty Statement on Academic Integrity:

<http://www.college.columbia.edu/faculty/resourcesforinstructors/academicintegrity/statement> and the Honor Code (<http://www.college.columbia.edu/ccschonorcode>).

For further orientation, consult the Columbia University Undergraduate Guide to Academic Integrity at <http://www.college.columbia.edu/academics/academicintegrity>.

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## **THE SCHEDULE**

**Note: Bold font** indicate a primary source.

### *(1) Introduction: The Worlds of Asia: Inter-Regional Connections in History*

Introductory Lecture &

Case Study: Kartomi; McCredie, “Introduction: Musical Outcomes of Jewish Migration into Asia via the Northern and Southern Routes, c. 1780 – c. 1950,” *Ethnomusicology Forum*, 13, 1 (Jun., 2004), pp. 3-20.

### *(2) From Plantation to Presidency: East Asians in Peru*

**Irie; Himel, “History of Japanese Migration to Peru,” Part I-II, [1942], *Hispanic American Historical Review*, 31, 3 (Aug., 1951), pp. 437-452 and 31, 4 (Nov., 1951), pp. 648-664.**

Vargas Llosa, *The madness of things Peruvian: democracy under siege*, ch. 1.

Lausent-Herrera, "The Chinatown in Peru and the Changing Peruvian Chinese Community(ies)," *Journal of Chinese Overseas*, 7 (2011), pp. 69-113.

(3) *To Move, To Rise? Chinese, Thailand and Internationalism*

**Yu, "Twin Loyalties in Siam," *Pacific Affairs*, 9, 2 (Jun., 1936), pp. 191-200.**

**De Lapomarede, "The Setting of the Siamese Revolution," *Pacific Affairs*, 7, 3 (Sep. 1934), pp. 251-259.**

Skinner, "Chinese Assimilation and Thai Politics," *Journal of Asian Studies*, 16, 2, (Feb., 1957), pp. 237-250.

(4) *Opium, Pain & Industry: Chinese in South Africa*

**Hirth, "Early Chinese Notices of East African Territories," *Journal of the American Oriental Society*, 30, 1 (Dec., 1909), pp. 46-57.**

Kynoch, "'Your Petitioners are in Mortal Terror': The Violent World of Chinese Mineworkers in South Africa, 1904-1910," *Journal of Southern African Studies*, 31, 3 (Sep., 2005), pp. 531-546.

Brautigam, "Close Encounters: Chinese Business Networks as Industrial Catalysts in Sub-Saharan Africa," *African Affairs*, 102, 408 (Jul, 2003), pp. 447-467.

(5) *Part I: Guest Lecture: Rune Steenberg Reyhe (INTERACT Fellow, Harriman Institute, Columbia): "Uyghurs in Germany"*

*Part II: Indian Anti-Imperialism: South Africa, Germany, Britain*

**Gandhi, "The Plague Panic in South Africa", 1899, n. p.**

Hofmeyr, Gandhi's Printing Press: Experiments in Slow Reading, ch. 3: Indian Opinion: Texts in Transit, pp. 69-97.

Hayes, Subhas Chandra Bose in Nazi Germany: Politics, Intelligence and Propaganda, 1941-43, excerpts.

Mukherjee, Nationalism, Education and Migrant Identities: The England-returned, ch. 5: The careers and long-term impact of the England-returned, pp. 113-137.

(6) *Chinese in Britain: Arrest & Revolution*

**Sun Yat-sen, Kidnapped in London, 1897 [student presentation on excerpts, read the entire book (134 pp.)]**

Wong, Sun Yat sen: His Heroic Image a Century Afterwards, *Journal of Asian History*, 28, 2 (1994), pp. 154-176.

(7) *Chinese, Russians and the French: Diplomacy & Revolution*

**Foo, Chiang Kaishek's Last Ambassador to Moscow: The Wartime Diaries of Fu Bingchang, excerpts from chs. 11-13.**

**“Report relating to Counter-Espionage Work in Kwangtung during November 1925 (December 1925), in: Wilbur, Missionaries of Revolution, pp. 554-561.**

Pantsov; Levine, “From Paris to Moscow: The Lessons of Bolshevism,” in: Deng Xiaoping: A Revolutionary Life, pp. 23-44.

Zohrab, “A Russian Revolutionary in New Zealand,” *New Zealand Slavonic Journal* (1998), pp. 257-276.

*(8) Jewish Diaspora, Korean Exile: Your Culture, Another State*

**Helen Yakobson, Crossing Borders: From Revolutionary Russia to China to America, excerpts.**

Tang, “Reconstructing the Vanished Musical Life of the Shanghai Jewish Diaspora: A Report,” *Ethnomusicology Forum*, 13, 1 (Jun., 2004), pp. 101-118.

Armstrong, “Centering the Periphery: Manchurian Exile(s) and the North Korean State,” *Korean Studies*, 19 (1995), pp. 1-16.

*(9) Language and Gender in Exile: Russian and Vietnamese Perspectives*

**Nguyen, “‘We return in order to take leave’: Memory and the Return Journeys of Vietnamese Women,” *Crossroads: An Interdisciplinary Journal of Southeast Asian Studies*, 19, 2 (2008), pp. 3-33.**

**Yakobson, Crossing Borders: From Revolutionary Russia to China to America, excerpts.**

Golovachev, “The Lifting of the “Iron Veil” by Russian Sinologists during the Soviet Period (1917-1991),” *China Review*, 14, 2, Special Issue: Doing Sinology in Former Socialist States (Fall 2014), pp. 91-111.

Slesnick, *Kanji & Codes: Learning Japanese for World War II*, excerpts from ch. 1.

*(10) Vietnam/U.S./France: Comparative Misfits?*

**Thompson, “The Vietnamese Community in France”, *Pacific Affairs*, 25, 1, (Mar., 1952), pp. 49-58.**

**Scigliano, “They Work for Americans: A Study of the National Staff of an American Overseas Agency,” *American Sociological Review*, 25, 5, (Oct., 1960), pp. 695-704.**

Goebel, *Anti-Imperial Metropolis: Interwar Paris and the Seeds of Third World Nationalism*, ch. 4: Learning and Imparting Lessons of Anti-Imperialism: Students in the Latin Quarter, pp. 116-148.

Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism*, ch. 6: Seizing the Moment in Seoul, pp. 119-136.

*(11) Japanese in the U.S. and Canada: One People, One Language?*

**Nakano, “Within the Barbed Wire Fence: A Japanese Man’s Account of His Internment in Canada”, excerpts**

**La Violette, "The American-Born Japanese and the World Crisis," *Canadian Journal of Economics and Political Science / Revue canadienne d'Economie et de Science politique*, 7, 4 (Nov., 1941), pp. 517-527.**

**Hane, "Wartime Internment," *Journal of American History*, 77, 2 (Sep. 1990), pp. 569-575.**

Greenberg, "Black and Jewish Responses to Japanese Internment," *Journal of American Ethnic History*, 14, 2 (Winter, 1995), pp. 3-37.

*(12) Guest Lecture: Malgorzata Mazurek (Chair of Polish Studies, Columbia):  
Poland-India*

*(13) Cuban Exiles, Vietnamese Refugees and the U.S.*

**Carlin, "Meeting the School Needs of Vietnamese Refugee Children," *Phi Delta Kappan*, 57, 1 (Sep., 1975), p. 51.**

**"Saigon Postmortem," *Asian Affairs*, 3, 3 (Jan.-Feb. 1976), pp. 212-213.**

Bon Tempo, "Americans at the Gate: The United States and Refugees During the Cold War," Introduction, pp. 1-10.

Lipman, "A Refugee Camp in America: Fort Chaffee and Vietnamese and Cuban Refugees, 1975-1982," *Journal of American Ethnic History*, 33, 2 (Winter 2014), pp. 57-87.

Rieff, "From Exiles to Immigrants" *Foreign Affairs*, 74, 4 (Jul.-Aug., 1995), pp. 76-89.

*(14) Epilogue: A World Too Small? Too Old?*

**Kliot, "The Era of the Homeless Man," *Geography*, 72, 2 (April 1987), pp. 109-121.**

Huyck; Fields, "Impact of Resettlement on Refugee Children," *International Migration Review*, 15, 1-2 (Spring-Summer 1981), pp. 246-254.

Hosoda, "2008: "Open City" and a New Wave of Filipino Migration to the Middle East," in: Eric Tagliacozzo; Helen F. Siu; Peter C. Perdue (eds.) *Asia Inside Out. Changing Times* (2015), pp. 281-306.