

## COURSE SYLLABUS

### ASIAN STUDIES MASTERCLASS: PERCEPTIONS OF SPACE IN ASIA

This Masterclass explores perceptions and representations of space and sacred space in Asia and discusses its functions and adaptations in a multi-disciplinary approach. Perceptions of space are reflected in religious ideas and rituals, in literature, and in the art and architecture of various Asian cultures. Modern media, such as television and internet have produced new perceptions of space. Further representations of various kinds of space include primeval space such as the cosmos; man-designed realms of power, such as the kingdom, the empire and the nation; and space as captured in the direct living environment of man, such as the city, the house, and the garden. We pay attention to idealized representations of space as the sacred background for pilgrimages and spaces created for isolating the dangerous or unacceptable, such as places of initiation and cemeteries. Finally, we investigate the use of space to exert power and the creation and use of alternative spaces to resist the dominant order.

The course is divided into two parts.

In part 1 the student will be introduced to an overview of relevant theory. The theoretical foundation thus acquired will provide the student with a framework for the interpretation of a number of case studies. This first part is concluded with a position paper in which the student shows his grasp of the material and his ability to formulate his own opinion.

Part 2 builds on the first part of the course and aims at the production of a research paper. During the process of writing this paper the student is guided through the various stages by instructors as well as fellow-students. Through postings on Blackboard and discussions in class critical abilities are developed which would train the student in developing the arguments for his research paper.

#### Assessment

Participation 15%

Position Papers 15%

Presentation 20%

Final Paper 50%

Meetings are on Thursdays 11-13 (BUT: October 8 from 15-17).

Place: Akad1 (BUT: October 8: to be announced)

Midterm week 19-23 October

### Part I: introduction and case studies

September 10, 17, 24

October 1, 8, 15, 29

- Students will be divided over six groups. Each group will prepare a case study by reading the literature, formulate questions, and prepare a discussion on the literature. After the session a group position paper is to be posted on the discussion board within one week. The other students are invited to add their comments in the week thereafter.

On the basis of these reactions a final position paper is composed and posted again within one week, which will then be assessed.

- During the introduction class students will have the opportunity to register their choice for one of the topics.

### **1. September 10**

Introduction: setting the parameters (Dr Marijke Klokke and Dr H. van der Veere)

#### *Reading*

‘Editors’ introduction’, in: Phil Hubbard, Rob Kitchin, Gill Valentine (eds), *Key thinkers on space and place*. London [etc.], pp. 1-15. SAGE Publications, 2004. Pdf file will be made available through blackboard.

#### *Homework for September 17*

- All: read the literature of case study 1 and formulate questions
- Group 1: prepare the discussion for case study 1

### **2. September 17**

Case study 1: The making of a sacred city (Prof. Dr Boudewijn Walraven)

Discussion prepared by Group 1

#### *Abstract*

Wherever humans live the spaces they inhabit are assigned particular meanings, but capitals in particular are "significant spaces". In Korea selecting the right location for the capital was judged to be crucial to the fortunes of the state. Seoul (which actually means nothing but "capital") has been the centre of Korea since 1394, when a new dynasty came to power. In the beginning, there were still Buddhist temples within the city walls, but gradually only Confucian altars were allowed to remain, making the city, one can argue, into a Confucian sacred city, a concept that is contested however by a 19th-century Buddhist song. In the secularized twentieth century, little remained of either a Confucian or a Buddhist sacred city, but certain spaces kept great symbolical significance, embodying the highest values of the nation.

#### *Reading*

- Boudewijn Walraven, ‘Religion in the city: Seoul in the nineteenth century’, *Review of Korean Studies* 3(1), 2000, pp. 178-206. See blackboard, course documents, case study 1
- Koen De Ceuster, “The changing nature of national icons in the Seoul landscape,” *Review of Korean Studies* , 3 ,2 (2000), pp. 73-103.

#### *Homework*

- Group 1: post group position paper
- Others: add comments to the position paper of group 1
- All: read the literature of case study 2 and formulate questions
- Group 2: prepare the discussion for case study 2

### **3. September 24**

Case study 2: Site and non-site: constructing and deconstructing 'place' in contemporary art in Asia (Prof. Dr Kitty Zijlmans)  
Discussion prepared by Group 2

### *Abstract*

The use of and interaction with a particular place/site is one of the most significant characteristics of contemporary installation art. Many art projects are created in connection to a specific site, and this 'site-specificity' makes the work once-only and ephemeral. The concept of Site usually refers to a particular, physical place or location, the term Non-Site (born in the 1960s) to a representation in a gallery or museum of that place in the form of transported material, photographs, video, maps and/or related documentation. Examples of contemporary art projects from a number of artists from China (e/g Wang Jianwei), Japan (e/g Miyajima Tatsuo, Saitoh Mimiko) and Southeast Asia (Phaophanit Vong – Laos) will serve to discuss the notion of the production of (physical, mental and social) space (Lefebvre) by means of these art works.

### *Reading*

- Kitty Zijlmans, 'Place, Site, and Memory in Contemporary Works of Art. The Art Projects of Susan Meiselas, Ni Haifeng, and Stansfield/Hooykaas', Chapter 9 in: *Take Place. Photography in Multimedia Works of Art and the Concept of Place*, Ed. Helen Westgeest, Amsterdam: Valiz 2009 (forthcoming) c. 16 pp. See blackboard, course documents, case study 2
- Miwon Kwon, 'One place after Another. Notes on Site Specificity', in: *Theory in Contemporary Art since 1985*, Ed. Zoya Kocur and Simon Leung, Oxford: Blackwell 2005, pp. 32-54.
- Claire Bishop, Introduction and Chapter 4 Activated spectatorship in Claire Bishop, *Installation Art*, London: Tate Publishing 2005, pp. 6-13 en pp. 102-127

### *Homework*

- Group 1: post final position paper
- Group 2: post group position paper
- Others (group 1, 3-6): add comments to the position paper of group 2
- All: read the literature of case study 3 and formulate questions
- Group 3: prepare the discussion for case study 3

## **4. October 1**

Case study 3: Urban symbolism (Prof. Dr. Peter J.M. Nas)  
Discussion prepared by Group 3

### *Abstract*

In this lecture the perception of space will be elaborated in an urban setting by the presentation of the theory on urban symbolism and several case studies of cities in Indonesia, such as Jakarta, Banda Aceh and Denpasar.

### *Reading*

- Peter J.M. Nas, Rivke Jaffe and Annemarie Samuels, "Urban symbolic ecology and the hypercity: State of the art and challenges for the future". In: Peter J.M. Nas and Annemarie Samuels (eds), *Hypercity: The symbolic side of urbanism*, pp. 1-20. London: Kegan Paul, 2006.

- Peter J.M. Nas and Martin van Bakel, “Small town symbolism: The meaning of the built environment in Bukittinggi and Payakumbuh”. In: R. Schefold, Peter J.M. Nas and G. Domenig (eds.), *Indonesian houses: Tradition and transformation in vernacular architecture*, pp. 461-482. Leiden, KITLV Press, 2003.
- Peter J.M. Nas, “Ethnic identity in urban architecture: Generations of architects in Banda Aceh”. In: R. Schefold, Peter J.M. Nas and G. Domenig (eds.), *Indonesian houses: Tradition and transformation in vernacular architecture*, pp. 133-154. Leiden, KITLV Press, 2003.

#### *Homework*

- Group 2: post final position paper
- Group 3: post group position paper
- Others (group 1-2,4-6): add comments to the position paper of group 3
- All: read the literature of case study 4 and formulate questions
- Group 4: prepare the discussion for case study 4

#### **5. October 8 NB from 15.00-17.00**

Case study 4: Mobile phones, immobility and use of space in Asia (Dr Bart Barendregt)  
Discussion prepared by Group 4

#### *Abstract*

In South and Southeast Asia modernity is increasingly defined in terms of mobility, including social mobility and use of mobile media. This session explores how groups like indigenous minorities, urban poor, overseas workers and illiterate peasants access the mobile media, hoping to open up new modern spaces. By focussing on the challenges they face we will simultaneously examine to what extent such groups consider themselves ‘digitally deprived’, e.g. trapped in the immobilities inherent in their social situation. This session includes examples from Bangladesh, Vietnam, The Philippines, and Indonesia.

#### *Reading*

Hannam, K., M. Sheller and J. Urry (2006), ‘Mobilities, immobilities and, moorings’, *Mobilities* 1(1):1-22. See blackboard, course documents, case study 4

Carolyn Cartier, Manuel Castells, and Jack Linchuan Qiu (2005), ‘The information have-less: inequality, mobility, and translocal networks in Chinese cities’, *Studies in Comparative International Development* 40 (2):9. See blackboard, course documents, case study 4

Shome, R. (2006) ‘Thinking through the diaspora: call centers, India, and a new politics of hybridity’, *International Journal of Cultural Studies* 9(10):105-124. See blackboard, course documents, case study 4

#### *Homework*

- Group 3: post final position paper
- Group 4: post group position paper
- Others (group 1-3, 5-6): add comments to the position paper of group 4
- All: read the literature of case study 5 and formulate questions
- Group 5: prepare the discussion for case study 5

#### **6. October 15**

Case study 5: Ritual Space and Boundaries (Dr Henny van der Veere)

Discussion prepared by Group 5

*Abstract*

*Reading*

- Diana L. Eck , “India's "Tīrthas": "Crossings" in Sacred Geography”, *History of Religions*, Vol. 20, No. 4 (May, 1981), pp. 323-344. See blackboard, course documents, case study 5
- Matsuoka Hideaki 松岡秀明, “Landscape as Doctrinal Representation; The Sacred Place of Shūyōdan Hōseikai”, *Japanese Journal of Religious Studies* (Nanzan Institute for Religion and Culture) 32/2: 319–340. See blackboard, course documents, case study 5

*Homework*

- Group 4: post final position paper
- Group 5: post group position paper
- Others (group 1-4, 6): add comments to the position paper of group 5
- All: read the literature of case study 6 and formulate questions
- Group 6: prepare the discussion for case study 6

### **7. October 22 – No class**

Group 5: post final position paper

All: start thinking about a title and research question for your research paper

### **8. October 29**

Case study 6: Gendered readings of textual and visual space in classical Japanese court culture (Prof. Dr Ivo Smits)

Discussion prepared by Group 6

*Abstract*

*Reading*

- Chino Kaori, ‘Gender in Japanese art’, in: Joshua S. Mostow et al. (eds), *Gender and power in the Japanese visual field*, pp. 17-34. Honolulu: University of Hawai’i Press, 2003. [JAPAN. 2341 A 26]
- Lynne K. Miyake, ‘The Tosa Diary: in the interstices of gender and criticism’, in: Paul Gordon Schalow and Janet A Walker (eds), *The Woman’s Hand: gender and theory in Japanese women’s writing*, pp. 41-73. Stanford: Stanford University Press. [JAPAN 2346 C 27]

*Homework*

- Group 6: post group position paper
- Others (group 1-5): add comments to the position paper of group 6
- All: Postings of title and research question of research paper
- All: Commenting on title and research questions of others

## Part II: writing and presenting a research paper

November 5, 12, 19, 26

December 3, 10, 17

## **1. November 5**

Discussion 1: Title and research question

*Homework*

- Group 6: post final position paper
- All: Postings of methods and bibliography
- All: Commenting on methods and bibliography of others

## **2. November 12**

Discussion 2: Methods and Bibliography.

*Homework*

- All: Postings on first sketch/outline
- All: Commenting on first sketch/outline of others

## **3. November 19**

Discussion 3: First sketch/outline

*Homework*

- All: work on presentations

## **4. November 26**

Presentation group 1

*Homework*

- Group 1: post presentations on blackboard
- All: post comments on presentations

## **5. December 3**

Presentations: group 2 & 3

*Homework*

- Groups 2 and 3: post presentations on blackboard
- All: post comments on presentations

## **6. December 10**

Presentations: group 4 & 5

*Homework*

- Group 4 & 5: post presentations on blackboard
- All: post comments on presentations

## **7. December 17**

Presentations: group 6

Evaluation of presentations

*Homework*

- Group 6: post presentations on blackboard
- All: post comments on presentations

**Research paper first draft**

Due: January 4

To be returned: January 18

**Final research paper**

Due: January 25

To be returned: February 1