

**ARTH 482 and 599**  
**Monuments and Memory in Asian Art**

**Prof. Robert DeCaroli**

**Monday 4:30-:10**

**Music Theater Building 1008**

**Course Description/Objectives:**

The Great Wall of China, the Taj Mahal and Angkor Wat, such monuments stir up connotations and images that often have more to do with fantasy than fact. How were these monuments first made? What caused them to rise in the popular imagination as symbols of both national identity and cultural otherness? This course will explore the histories of several well-known Asian monuments in order to explore both their origins and the factors behind their rise as cultural icons. This seminar-style course will be offered as ARTH 482 and 599. Taking the course on the graduate level will require more work but all students will be expected to fully participate in discussions. Coursework will consist mainly of writing assignments and in-class presentations

This course fulfills the College of Humanities and Social Sciences (CHSS) requirement in non-Western culture.

**Office Hours: Tuesday and Thursday 10:00-11:00 and by appointment in Robinson B371D**

**Email: rdecarol@gmu.edu**

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|---------------------------------|--|------------|
| <b>Course Requirements 482:</b> | <b>Participation/Office Meeting</b>        | <b>10%</b> |
|                                 | <b>Weekly Reading Response Papers (10)</b> | <b>20%</b> |
|                                 | <b>Paper Topic Proposal/Draft</b>          | <b>10%</b> |
|                                 | <b>Research Paper (7-10 pages)</b>         | <b>50%</b> |
|                                 | <b>Class Presentation</b>                  | <b>10%</b> |

**RS Designated Course:**

This undergraduate class is designated as a Students as Scholars, Research & Scholarship intensive course, which means that you will be working on an authentic research project on the history of a museum or museum-related topic. You will also be expected to present your results in a public forum - ideally the College of Humanities and Social Sciences Undergraduate Research Symposium, <http://chssundergrad.gmu.edu/research-symposium>. This year it is on April 25<sup>th</sup>.

Students as Scholars is Mason's initiative to give students the opportunity to conduct undergraduate research. Check out OSCAR.gmu.edu or stop by the Office of Student Scholarship, Creative Activities, and Research to learn about the many other programs they offer students. I'll also be sharing additional research opportunities as I hear about them, and I will be happy to meet with you if you have additional questions.

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|---|------------|
| <b>Course Requirements 599: Participation</b> | <b>10%</b> |
| <b>Weekly Reading Response Papers (10)</b>    | <b>20%</b> |
| <b>Paper Topic Proposal</b>                   | <b>10%</b> |
| <b>Research Paper (15-20 pages)</b>           | <b>50%</b> |
| <b>Class Presentation</b>                     | <b>10%</b> |

The class meetings will consist of seminar-style discussions on specific topics. These meetings will form the core of the course material so it is strongly advised that you attend class consistently. ALL students are expected to participate in class discussions.

Each week students will be expected to turn in a 1 –2 page Reading Response Paper that will address a specific question about the readings for that week. In case of absences it is the student’s responsibility to get the assignment for the following week.

All students will need to turn in a Paper Topic Proposal in which the subject of the research paper is discussed and bibliographic information is provided.

The Research Paper will involve independent research on an Asian monument or artistic landmark. All students will be expected to turn in a rough draft of the paper before the final draft is turned due.

More information on all of these assignments will be provided during the term.

**Grading Policies:**

|    |         |    |               |
|----|---------|----|---------------|
| A+ | 100-99% | C+ | 79-77%        |
| A  | 98-93%  | C  | 76-73%        |
| A- | 92-90%  | C- | 72-70%        |
| B+ | 89-87%  | D  | 69-60%        |
| B  | 86-83%  | F  | 59% and lower |
| B- | 82-80%  |    |               |

Attendance is necessary. Much of the material will only be presented in class lectures and discussions. You are responsible for keeping up with the material and for getting notes for missed classes.

This class is a seminar centered on the discussion of assigned texts. A student’s class participation grade will be evaluated not according to the amount of talking that student does, but rather according to whether that student contributes thoughtfully and constructively, based on a careful consideration of the class readings. Obviously, students cannot contribute to class discussion if they are absent; consequently, repeated unexcused absences will be reflected in their participation grade.

Make-up tests and extensions will be given ONLY in cases of emergencies or illnesses with proper documentation (doctors note etc.) In all other cases (family obligations,

religious holidays, disabilities etc.), extensions may be granted if I am informed well BEFORE the deadline.

I am happy to make necessary accommodations for students with documented disabilities. But, in order to properly accommodate you, I will need to see and sign the documentation from the Disabilities Resource Center well before the tests and assignments are given. It must be properly documented by the DRC Please contact them for more information

Papers are due IN CLASS on the day specified in the schedule. Late papers will be marked down five points (half a grade) for every weekday and ten points (a full grade) for every weekend they are late.

Papers will be handed back once in class. If you are not present on the day papers are handed back it is your responsibility to ask me for the graded assignment.

Adherence to codes of academic honesty is expected on all assignments and in all testing situations. I take the Honor Code (as stipulated in the university undergraduate catalog) very seriously. This code is a simple expression of respect for the course, your classmates and yourself. Cheating and Plagiarism are forbidden (obviously).

For those who do not know what Plagiarism is, it can be defined as: presenting, as one's own the words, work or opinions of someone else without giving them proper acknowledgment. Plagiarism can also refer to borrowing the sequence of ideas, arrangement of material, or pattern of thought of someone else without giving them proper credit. Plagiarism can be avoided by proper use of footnotes.

**Texts:**

- 1) John Powers, History as Propaganda: Tibetan Exiles Versus the People's Republic of China. New York: Oxford UP, 2004.
- 2) Hopkirk, Peter. Foreign Devils on the Silk Road: The Search for Lost Cities and Treasures in Chinese Central Asia. (Boston: University of Massachusetts Press, 1984)
- 3) Waldron, Arthur. The Great Wall of China from History to Myth. (Cambridge: Cambridge University Press, 1992).
- 4) Course Reader (on Blackboard and JSTOR)

**Readings and Lectures: (This schedule is subject to change)**

---Readings need to be completed BEFORE the day under which they are listed---  
---A Reading Response Paper is due at the start of each class meeting

## **Jan 25: Introduction: Seeing the Sites**

### **Feb. 1: The Taj Mahal: Tourists in Search of the Perfectly Picturesque?**

Reading:

- Agnes Rush Burr, India: The Land that Lures, Boston: L.C. Page, 1929, 88-104.
- Wayne E. Bagley, "The Myth of the Taj Mahal and a New Theory of its Symbolic Meaning." The Art Bulletin. LXI: 1 (March 1979) 2-35.
- Tim Edensor, Tourists at the Taj: Performance and Meaning at a Symbolic Site, New York: Routledge, 1998, 69-104.

### **Feb. 8: Khajuraho: Consuming the Exotic?**

Reading:

- Relevant excerpts from Fodor's and Lonely Planet
- Dennison Nash, "Tourism as a Form of Imperialism," from Valene Smith, Hosts and Guests: The Anthropology of Tourism, Philadelphia: UPenn Press, 1989, 37-52.
- Niloufer Ichaporia, "Tourism at Khajuraho, An Indian Enigma?" The Annals of Tourism Research, 10:1, (1983) 75-92.
- Som N. Chib, "Comment on Ichaporia's 'Tourism at Khajuraho, An Indian Enigma?'" The Annals of Tourism Research, 11:3 (1984) 507-511.
- Geoffrey Wall, "Khajuraho: Recollections and Ruminations: Comment on Ichaporia's Paper," The Annals of Tourism Research, 11:3 (1984) 511-513.

### **Feb. 15: Ayodhya: A Contested Site**

Reading:

- Peter Van Der Veer, "Ayodhya: Time and Place," Gods on Earth. London: Athlone Press, 1995, 1-43.
- Partha Chatterjee, "History and the Nationalization of Hinduism," Social Research, 59:1 (Spring 1992), 111-149.
- Gyanendra Pandey, "The Appeal of Hindu History," from Vasudha Dalmia and Heinrich von Stietencron, Representing Hinduism. London: Sage Publications, 1995, 369-388.

### **Feb 22: Bamiyan: Value, Loss and Blame**

#### **----Paper Topic Proposals Due**

Reading:

- Finbar Barry Flood, "Between Cult and Culture: Bamiyan, Islamic Iconoclasm, and the Museum," Art Bulletin Vol 84( 2002) 6541-659.
  - Xuanzang. Su-Yu-Ki Buddhist Records of the Western World. S. Beal trans. 2 vols., 1884. 49-53
  - Takayasu Higuchi and Gina Barnes. "Bamiyan: Buddhist Cave Temples in Afghanistan" World Archaeology Vol 27 (1995) 282-302.
- Web Assignment: Research "rebuilding Bamiyan" online.

### **Feb 29: Dunhuang: Sychretism and Spies in the Great Game**

Reading:

-- Peter Hopkirk. Foreign Devils on the Silk Road: The Search for Lost Cities and Treasures in Chinese Central Asia. (Boston: University of Massachusetts Press, 1984)

### **Mar. 7: Spring Break**

#### **Mar 14: The Great Wall: From Icon of Isolation to Emblem of Inclusion?**

Reading:

-- Arthur Waldron. The Great Wall of China from History to Myth. (Cambridge: Cambridge University Press, 1992).

#### **Mar. 21: Forbidden City and Mao's Mausoleum: Politics, Personality, and Power**

Reading:

--Nancy Shatzman Steinhardt, Chinese Imperial City Planning, Honolulu: University of Hawaii Press, 1990, pp. 1-28.

--Ellen Johnston Laing, The Winking Owl: Art in the People's Republic of China. Berkeley, University of California Press, 1988, Ch 9, 90-96

--Geremie Barne, Shades of Mao: The Posthumous Cult of the Great Leader. Armonk NY: ME Sharpe, 1996, 3-73.

Suggested viewing: The Last Emperor. (primarily the first half hour).

#### **Mar 28: The Potala Palace: Empire, Memory, and Resistance**

Reading:

--John Powers, History as Propaganda: Tibetan Exiles versus the People's Republic of China. New York: Oxford UP, 2004.

#### **Apr. 4: Borobudur: Preserving the Past in a Global Context**

---- **Rough Draft of Research Paper Due**

Reading:

--Dr. Soekmono, Chandi Borobudur: A Monument of Mankind. Paris: The UNESCO Press, 1976, 1-12, 42-51.

Web Assignment: Visit the UNESCO Website: <http://www.unesco.org/whc/heritage.htm>

#### **Apr. 11: Angkor Wat: Pillaging the Past in a Global Context**

Reading:

--Ian Mabbett and David Chandler, The Khmers. Cambridge, MA: Blackwell, 1995, 1-12.

--Denise Heywood, "Report from Angkor Wat," Orientations, 26:4 (April 1995), 71-73.

--One Hundred Missing Objects: Looting in Angkor, Paris: ICOM, 1993.

--Simon Mackenzie and Tess Davis. "Temple Looting in Cambodia: Anatomy of a Statue Trafficking Network" British Journal of Criminology. (2014) 1-19.

--David Chandler, "Seeing Red," Facing the Cambodian Past. Allen and Unwin, 1996, 233-254.

#### **Apr. 18: Nikko and Katsura: Decadence vs. Refinement in the Construction of a "Japanese" Aesthetic**

**----Final Draft of Research Paper Due**

Reading:

- turn of the century descriptions of Nikko, from Ralph Adams Cram, Impressions of Japanese Architecture. New York: The Japan Society, 1930 (reprint).
- Walter Gropius, "Architecture in Japan" in Katsura: Tradition and Creation in Japanese Architecture, New Haven: Yale University Press, 1960, 1-11.
- Kenzo Tange, "Tradition and Creation in Japanese Architecture," in Katsura: Tradition and Creation in Japanese Architecture, New Haven: Yale University Press, 1960, 14-36.
- Shoichi Inoue, "The False Image of Katsura Detached Palace," Japan Quarterly XXXIV: 2 (April-June 1987), 185-188.

**Apr. 25: Student Presentations**

**May 2: Student Presentations**

**May 9: Finals Week**