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jective debate, Minear chose a thought-provoking and varied selection that forces consideration of the nature and plurality of identities of Japanese people and are usable for students with a variety of reading levels.

Minear divides the readings into ten chapters. Five explore selected topics in Japanese history (primarily of the twentieth century) chronologically. Four explore Japan (primarily in the postwar and contemporary era) topically—focusing on “textbooks and the teaching of history,” “nature and pollution,” “gender,” and “aspects of life today.” One section is about Japanese-Americans. Although some groupings of readings, such as “aspects of Japan today,” are forced, most articulate well with the topics covered in American schools. With the exception of the chapter on Japanese-Americans, all address important issues in Japanese history and culture. While the inclusion of an outdated chapter about Japanese-Americans has a logic in the context of “stimulating thinking about the United States,” this reviewer would have preferred that the space devoted to American history instead address issues in Japanese society useful to English-speaking teachers, ranging from the Japanese position in international politics to a more nuanced treatment of the position of minorities in Japan.

Minear displays a rare sensitivity for the pedagogical needs of teachers through his selection of readings—original yet provocative brief essays on topics ranging from a statistical comparison of the US and Japan, to textbook interpretations of Japanese history, to his deftly written introductions to each reading. The editor’s introductions are sophisticated and, given the excellent questions raised about how to use documents and literature, useful even for teachers who have no intention of using the reading selections. For example, in introducing selections to three novels, Minear asks the reader: “If you were a psychologist or an anthropologist and had only these words as evidence, what picture could you paint of the authors, their values, and their society? And this: What other evidence would you like to have before painting your picture?” (25)

While some might quibble with his selection of three pieces that focus on consumer culture (this reviewer thinks they would work well in a high school classroom), his introduction helps students focus on a critical reading of the documents. Throughout the book, questions of evidence and context teach students how to read source documents critically, and also to ask what additional evidence is needed to form more solid conclusions about Japan, and, by extension, what kind of readings and topics did Minear choose to exclude?

The analytical and critical thinking skills taught in this reader make it a valuable resource, even for teachers not teaching about Japan. Given the emphasis on critical reading, there were some puzzling stylistic decisions that hopefully will be corrected in future printings. First, despite teaching the importance of contextualizing a source document

in order to interpret it, readers must turn to a list of sources in the back of the book to find when (and often who) created it. Second, many teachers will benefit from doing further reading related to the topics covered in this book. An annotated bibliography, bibliographic essay, or even a list of suggested further readings would be extremely useful. Third and finally, certain sections of editors’ introductions have not been updated, and documents of certain sections, particularly “nature and pollution,” have not been updated much since the 1974 edition. Given important developments since that time, this section should have been revised.

These suggestions aside, I highly recommend this anthology. Paired with a good textbook about Japan, students and teachers will finish this book not just more knowledgeable about Japan, but better equipped to learn about “foreign” cultures in the future. ■

ROBERT FISH is the Director of Education and Lecture Programs at Japan Society of New York and editor-in-chief of the Web site *About Japan: A Teacher's Resource*. A former high school teacher and university professor, his research focuses on the history of childhood and education in modern Japan.

Through Indian Eyes 5th Edition

BY DONALD J. JOHNSON AND JEAN E. JOHNSON
NEW YORK: THE APEX PRESS, 2008
352 PAGES, ISBN: 0-938960-55-5, PAPERBACK

Reviewed by Marc Gilbert

The most important criteria for selecting classroom materials that support teaching a subject as diverse and complex as Indian civilization should be the degree to which they offer a coherent vision of their subject. A lack of vision may undermine student confidence, and may hinder their ability to examine complexities that lie beneath the “big picture.” These complexities yield the most accurate knowledge of a culture and offer the best opportunities to build learning skills, and clear foundational material is paramount. Ideally, solid materials provide both this necessary baseline and at least a glimpse of the more accurate and revealing depths that instructors and students can explore.

For more than twenty years, the authors of *Through Indian Eyes* have succeeded on both counts, offering a superb text for high school and introductory college courses addressing Indian family life, religion, history, and economy. The revised fifth edition adheres to its predecessors’ evocation of the grandest and most inclusive of all conceptualizations of Indian civilization—that developed by Pandit Jawaharlal Nehru. An able historian, as well as the first Prime Minister of independent India, Nehru adopted an accessible view of Indian society that stresses the continuity and underlying unity of cultural traditions, the grandeur of relatively tolerant indigenous empires, the challenges and contributions to an Indian identity arising from the British rule, and the central role played by democratic principles in India’s struggle for independ-

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ence and the resolution of its post-independence travails. This vision is made explicit in Nehru's own words in *Through Indian Eyes* via a few key primary source selections. However, students also encounter visions of India other than Nehru's, such as Gandhi's morally-inspired opposition to the industrial path favored by the secular and socialist Nehru, and the Hindu fundamentalist convictions that account for Gandhi's assassination and continue to roil Indian politics. As the text roughly equates Indian identity with both Hinduism (*dharma*) and citizenship in the Republic of India, to some degree it marginalizes Muslims and some non-elite, anti-nationalist conceptions of Indian society. However, no comparable work offers greater or more sympathetic treatment of Muslims in South Asia (including Pakistan, Bangladesh, and India) or the subcontinent's *dalits*, or dispossessed.

Like earlier editions, this edition is comprised of short, often dramatic and easily absorbed readings on history, aesthetics, religion, social life, economy, and political institutions ranging from speeches, official documents, and political analysis, to autobiography and other forms of literature, both traditional and modern. Most sources are written by Indians and each includes a succinct editor's introduction. Several selections take the form of a conversation, inner dialog, or newspaper editorial. The most effective address the issues of caste, dowry, and arranged marriage, and have long been of great value in drawing out student discussion of these significant issues. Equally valuable are selections offering opposing viewpoints or examining the divergent treatment of issues in Indian and non-Indian textbooks; these offer excellent opportunities for student skill development through textual analysis.

The greatest change in the fifth edition is the addition of material on the process of increasing globalization that traces India's voyage from victim of neo-colonial market forces and investment patterns (the Bhopal Tragedy), to its late rise as an outsourcing and software giant, to the most recent development: the Tata Group's purchase of a British corporation that makes India the world's third largest producer of steel. This event constitutes the current high-watermark of India's rising status in the New World Order.

Given the great utility of *Through Indian Eyes* as a classroom resource, each chapter, regrettably, does not offer end-of-chapter study questions. These would provide instructors and their students with directed learning opportunities and offer closure for those chapters that end without suggestive analytical or concluding remarks from the editors.

Through Indian Eyes has for many years been a valued tool for

approaching Indian civilization. In the past, it provided an intimate, as well as coherent, portrait of traditional and contemporary society on the Indian subcontinent. It still does. However, the fifth edition's fresh material on developments in India since 2000, including fuller discussion of India's adoption of neo-liberal economic principles and treatment of India's accelerating role in the world economy, has raised its status from timeless treasure to timely resource. ■

MARC JASON GILBERT (PhD, UCLA) is the holder of the National Endowment for the Humanities Endowed Chair in World History and Humanities at Hawai'i Pacific University.

Gender, Sexuality, and Body Politics in Modern Asia

Key Issues in Asian Studies, No. 1

BY MICHAEL PELETZ

ANN ARBOR: ASSOCIATION FOR ASIAN STUDIES, 2007

120 PAGES, ISBN: 978-0-924304-50-7, PAPERBACK

Reviewed by Jan Bardsley

This informative booklet by Michael G. Peletz, *Gender, Sexuality, and Body Politics in Modern Asia*, can serve as the model for this Association for Asian Studies series. An accessible, well-argued text, the booklet will aid instructors in taking up sensitive and often controversial issues in their undergraduate and advanced high school classrooms. Most importantly, students will learn that sexuality, gender, and body politics are not fixed, not somehow "more natural" in one location than another, and not to be taken for granted. They will see that approaching modern Asia through this lens not only sheds light on the experience of Asian people, but also makes students aware of their own beliefs as having a history. Certainly, this booklet can engage students in questioning the politics and power of definition itself.

In fewer than one hundred pages, Peletz takes on three topics: "Dynamics of Gender and Sexuality," "Bodies, Pleasures, and Desires: Transgender Practices, Same-Sex Relations, and Heteronormative Sexualities," and "Bodies on the Line." He explores each theme with examples that vary across countries in South, East, and Southeast Asia, using as his references the most influential scholarship in English. While Peletz guides his reader to see certain commonalities in regions in Asia as created by geography, religion, colonial experiences, global markets, and so on, Asia does not emerge as a monolith. Indeed, one of the many strong points about the booklet is the way Peletz manages to focus and develop his thematic essays in a lively way while offering such variety.

In the "Introduction," Peletz invites his reader to consider issues involved in defining Asia as well as gender, sexuality, and sex. Chapter Two, "Dynamics of Gender and Sexuality" introduces the concept of gender ideologies, showing how they are often inflected, legitimized, and naturalized through religious practice, familial structure,