

Ethnography of Contemporary East Asia
EALC 398E, 550EG and ANTH 399E, 499E

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Office Hours, Tuesdays, 4-5:20
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Required Books

Kipnis, Andrew B. 2011. *Governing Educational Desire: Culture, Politics, and Schooling in China*. Chicago: University of Chicago Press.

Lukacs, Gabriella. 2010. *Scripted Affects, Branded Selves: Television, Subjectivity, and Capitalism in 1990s Japan*. Durham: Duke University Press.

Class Moodle

<https://courses.las.illinois.edu/course/view.php?id=1791>

Except for the books, all of your reading will be available here. Also, you will not need to give me ANY PAPER. All of your assignments will be electronically submitted.

If you have Moodle problems, please ask Dohye Kim, dkim154@illinois.edu. Dohye is NOT a TA in this class; she will be taking the class (but in her capacity as my research assistant she will help with the Moodle).

Assignments

All assignments are due electronically by midnight the night before the class meets!!

1. Ethnographically Annotated Time Line

For two of the three countries (graduate students will only do one) we focus on in this course (China, South Korea, Japan) please create a simple time line of key historical (political, economic, social, cultural) events/eras/trends; these events should be glossed (explained) very simply with 1-2 sentences. These are due after the first few (more historically oriented) readings (China, 9/4; South Korea, 10/4; Japan, 11/6) (*you might need to Google some things that are not sufficiently glossed in the readings*). I will grade these as satisfactory or unsatisfactory and ask you to fix it if it was unsatisfactory (you will all have access to each others time lines through the Moodle).

Over the course of country section, please add at least 7 ethnographic or ethnohistorical details to your time line (i.e., from the subsequent readings). You can make this annotation in any format

you want. The annotated timelines are due on the last day of the country section.(China 9/20; South Korea 10/18; Japan 12/11)

For example:

SOUTH KOREA

1997 The Economic Crisis, also known as the IMF Crisis (1-2 sentences explaining this landmark)

(ethnographic detail)

For Mrs. Kim in Abelmann (2010:10) this was the event that led to her deciding to send her son abroad for elementary school education because she felt that South Korea's future had become suddenly less secure. As Mrs. Kim told Abelmann, "I could have never imagined coming to this decision..." [this is a fabricated example!]

Credit: 2 x 10% (i.e., for each country) = 20%

Graduate students will only do one country = 10%

2. Ethnographic Reading Responses

The readings marked with an * are at least partially ethnographic (namely the arguments draw on some ethnographic evidence). For 6 of these, please write a response following the format below. Please note this is a list not an essay, but it does require careful thought. I imagine that your responses will be 1-2 pages (graduate student answers might be longer). It is numbers 2, 3, and 4 below that will most determine your grade.

1. **COUNTRY** What do you think is the *most important thing you learned* about the country/ies/community/ies discussed in this reading and why do *you* think it is so important (your answer here might be a simple fact)?
2. **ARGUMENT** *What do you think is the central argument of the reading? (In the case of a selection of a book, you can just focus on that selection. You might be able to state the argument very simply: a sentence or two can sufficient).*
3. **ARGUMENTATIVE ETHNOGRAPHIC VIGNETTE** *Please choose an ethnographic (i.e., derived from fieldwork) vignette (a moment from an interview, an observation etc.) that you think best illustrates the central argument that you presented in question 2 above. Introduce that vignette and explain why you think this is the case.*
4. **CONNECT:** *Please relate the arguments and ethnographic evidence of the reading either to the other selections for that class period (if there are any) and/or to*

readings/discussions from previous classes.

5. **EVOCATIVE** Please choose the ethnographic vignette from the reading that you find most evocative (i.e., it brings something to life in a very visceral way). Introduce the vignette and communicate both what it brings to life and how it manages to be evocative (e.g., descriptive language, sensory details).

6. **PERSONAL INTEREST** Please share something in the *ethnography that you personally found most interesting* and tell us why (it might not be so central to the argument, and it might not be so evocative – and it might not even tell us so much about East Asia). (This is really yours – do with it what you want)

(OPTIONAL) 7. **CONFUSE**: Something that you don't understand: this could be a term, an idea, an argument, a passage (please include page number).

(OPTIONAL) 8. **CRITIQUE**. Something you would like to criticize. Are you satisfied with the ethnographic evidence? Could it instead support other arguments?

Credit: 6 x 5 % = 30%

3. Podcast Team Project

NOTE: You will need to get Human Subjects approval for the project described below. *You will not be graded unless this approval has been received – and the forms submitted.*

Although this is a team project, each of you will have an EUI (Ethnography of the University Initiative) **Moodle Template** in which you will upload all of the assignments (except for the audio pieces which will be uploaded separately onto Podcast Producer, a media site). As part of this project, however, please note that you will have 4 individual assignments as well.

EUI, FYI, is a pedagogical project through which students in EUI-affiliated classes conduct ethnographic or archival research on the U of I. Students in EUI classes have the option to archive their work in IDEALS, the U of I's digital collection (see <https://www.ideals.illinois.edu/handle/2142/755;jsessionid=1BD3810E81F57A9579C7FF5DB4A2ED9D>). For more information about EUI see <http://www.eui.illinois.edu/>.

In teams of 3-4 students, you will create a 2-3 minute podcast that features an on-campus degree-seeking undergraduate international student from China, South Korea, or Japan. Although this seems like a small product, you will see that this will in fact be quite intellectually challenging and will draw intensely, and hopefully meaningfully, from classroom readings and discussions. While the final product is important, the steps towards it are more important. This is a new technology/experiment for me, so I assure you that you will not be graded on your technical prowess; you will, however, on your thinking.

You will see that we will build very slowly to this final result.

Why do this project? **First**, the U.S., globalization, and study abroad are very important aspects of life in contemporary East Asia, *even for* the majority of people who, of course, do not venture abroad. So, it is viable to learn about contemporary East Asia through the lens of international students at the U of I. **Second**, as it turns out the U of I is the #1 public university in the U.S. in terms of the number of international undergraduates. (Also, we have long been the #1 destination site for South Koreans in the U.S., for both undergraduates and graduate students). **Third**, this is a course centered on ethnographic knowledge and reading; there is no better way to think about how ethnographic works are constructed (i.e., built from ethnographic evidence) than to try your own hand at it. You will read differently for having done this project. **Fourth**, it is becoming clear that the U of I launched into the internationalization of its undergraduate student body quite unprepared; it is my hope that these podcasts might have a public life that could somehow make a difference on our campus (we'll see!).

Finally, your work will join the fruits of an interdisciplinary, collaborative project on campus that includes faculty, graduate students, and undergraduates: The American University Meets the Pacific Century Laboratory (AUPC) (<http://aupc.weebly.com/>). The Lab is co-directed by me, anthropologist Adrienne Lo, Asian Americanist ethnographer Soo Ah Kwon, and sociologist Tim Liao. (Should you be interested in joining this laboratory *for credit* in this or future semesters please let me know).

NOTE: I will assign the teams

Individual Assignment #1 (DUE September 25):

(1) Find and Comment on a podcast that principally features the first-person voice/life of one person (Please describe the podcast and respond to it in any way you would like (include the URL). (Great if it can be a person from East Asia, but not necessary). Be prepared to introduce it in class.

You might consult: <http://storycorps.org/>; <http://www.thisamericanlife.org/>

(2) Please analyze a university document that deals in some way with international students (ideally undergraduates). Please follow these steps. One page should be sufficient.

Please provide the URL for the text/site and offer a short analysis of it. In the analysis you should pay attention to its:

- (a) implicit assumptions (i.e., what do you have to believe/think/endorse in order to be able to follow/agree with this text);
- (b) its use of language (e.g., repeated phrases, rhetorical devices); and
- (c) its internal contradictions or changes of style. You should also indicate what intrigues/interests you about this text.

Please discuss what you think this document teaches us about the university's (or particular units') ideas or ideologies about international students or the internationalization of the student body.

Individual Assignment #2: 1-Page Thought Experiment (DUE September 27)

For one of the ethnographic figures you will have met in an ethnographic reading, imagine a 2-3 minute podcast. What would you feature (imagine that it will be in THEIR voice, not yours)? What visual/s would you accompany the podcast with (a single photo/image would be fine)? What 2-4 sentences would you use to link to the podcast?

Individual Assignment #3: AUPC Transcript Edit (DUE October 23)

From one of the AUPC transcripts please choose 4-6 pages that you think would make for an interesting podcast. Using the track changes function, indicate what you would include in the podcast. Write one paragraph that explains the rationale for your edits.

Team Assignment #1 Audio Edit Test Case (In Class October 25)

Each group will pick one AUPC transcript selection to record (i.e., the selection featured in Individual Assignment #3 of one of the members of the group). You will record the entire 3-5 page selection **before class** (i.e., you will arrive in class having completed the audio recording, *which must include all of your voices*). In class you will edit the tape accordance with your track changed version. (*Please note we will meet in another room – see schedule*)

Team Assignment #2: Life History Interview Template (DUE November 1)

Consulting AUPC's interview template, devise your own life history interview template (please remember, AUPC has neither focused on life histories nor on producing a podcast)

Team Assignment #3: Life History Interview (MUST BE COMPLETED by November 15)

Team Assignment #4: Audiorecorded Life History Interview (Before and in Class November 15)

You will discuss and write about: (1) what struck you most about the person; (2) the person in relation to what we have read/discussed in class (2) how you think the life history interview went; (3) preliminary thoughts about a podcast.

Team Assignment #5 Interview transcript (DUE November 27)

Fairly dividing this and other subsequent labor you will produce a transcript of the interview.

Team Assignment #6 Podcast Planning (In class November 27)

Reviewing the transcript your team will propose a 1-page podcast plan (including rationale) and begin editing the transcript using track changes.

Team Assignment #7 Edit for Podcast (In class November 29)

Your team will finish editing the transcript using track changes, and will work on the audio edit. Your group will begin to craft a 1 page (no longer) essay and choose 1 image (NOT a photograph of the person) to accompany the podcast (this is what will be presented orally before the PODCAST is played at the EUI Conference)

Team Assignment #8 Final Podcast Preparation (including 1-page essay and one image) and presentation at EUI Conference (DUE December 4)

Team Assignment #9 Final Podcast and supplementary materials (Due December 13)

Team Assignment #10 In writing please indicate how the work was divided among you. Please use names. (Due December 13, all team members need to sign this document)

Individual Assignment #4 Annotated Transcript and final Moodle Template (Due December 13, extensions permitted)

Annotated Transcript: Using track changes or the comment function please annotate the entire transcript of your team's life history interview. The purpose of your annotation is to connect/reflect on the interview in relation to classroom readings and discussions. Please refer to *at least 5* readings – and hopefully a number of classroom discussions as well. This is synthetic assignment that asks you to reflect on the podcast (namely its source interview) in relation to the readings and discussions of the whole semester.

Final Moodle Template: Please fill in the follow text fields: title; about the author (whatever you would like the public to know about you should you decide to archive your work); abstract (2-3 sentences that you would like to serve as a gateway to your podcast project); reflect (please reflect on the podcast project in any way you would like); and recommendations (these can be recommendations to the university e.g., about how to navigate the internationalization of the undergraduate student body and/or recommendations to future researchers/podcast producers on this topic).

Credit: 4 Individual Podcast Assignments = 20%

Credit: Team Podcast Assignments = 30%

4. Graduate Co-Teaching
(Only for graduate students)

Each graduate assistant will assist me in the teaching of either 1 monograph or the articles from 2-3 classroom meetings. You will schedule a meeting with me BEFORE the classroom meeting where we will discuss teaching strategy and devise a teaching plan (Please contact Kelley, see top of syllabus) to schedule this. By December 13 please submit a 1-2 page reflection on your teaching experience. The syllabus is marked with "Graduate Teaching" – there are six teaching units; if there are more than six of you some of you will team up.

Credit: 10%

Schedule

August 28 (Tu) Introduction/s

I. China

August 30 (Th) The Recent Past

Cheek, Timothy. 2006. *Living with Reform: China since 1989*. NY: Zed Books. 32-49, 54-94.

*Rofel, Lisa. 1994. Liberation Nostalgia and a Yearning for Modernity. In Christina K. Gilmartin, Gail Hershatter, Lisa Rofel, and Tyrene White, eds. *Engendering China: Women, Culture, and the State*. Cambridge: Harvard University Press. 226-249, notes, 426-29.

September 4 (Tu) Children I

Anagnost, Ann. 2008. Imagining global futures in China: The child as a sign of value. In *Figuring the future: Globalization and the temporalities of children and youth* edited by Jennifer Cole and Deborah Durham. Santa Fe: School for Advanced Research Press. 49-72.

Woronov, T.E. 2007. Chinese children, American education: Globalizing child rearing in contemporary China. In *Generations and globalization: Youth, age, and family in the new world economy*, edited by Jennifer Cole and Deborah Durham. Bloomington: Indiana University Press. 29-51.

Video: *Please Vote for Me* (Location TBA; Rentertainment has a copy) : <http://vimeo.com/373933>

China Time Line DUE

September 6 (Th) Children II (Graduate Teaching #1A)

Greenhalgh, Susan. 2010. Creating Global Persons and a Global Society. In *Cultivating Global Citizens: Population in the Rise of China*. Cambridge, MA: Harvard University Press. 37-78, notes, 120-126.

*Fong, Vanessa. 2007. Parent-Child Communication Problems and the Perceived Inadequacies of Chinese Only Children. *Ethos* 35.1: 85-127.

You will read one AUPC (American University Meets the Pacific Century) transcript (two will be available and I will split the class randomly)

September 11 (Tu) Teens (Graduate Teaching #1B)

*Hoffman, Lisa. 2006. Autonomous choices and patriotic professionalism: on governmentality in late-socialist China. *Economy and Society* 35(4): 550-570.

*Woronov, T.E. 2011. Learning to Serve: Urban Youth, Vocational Schools and New Class Formations in China. *The China Journal* 66: 77-80; 82-97.

*Fong, Vanessa. 2004. Filial Nationalism among Chinese Teenagers with Global Identities. *American Ethnologist* 31.4:631-648.

September 13 (Th) Governing Educational Desire I (Graduate Teaching #2A)

*Kipnis, Andrew B. 2011. *Governing Educational Desire: Culture, Politics, and Schooling in China*. Chicago: University of Chicago Press. Chapters 1 and 2.

Abelmann, Nancy and Jiyeon Kang. 2012. A Fraught Exchange? U.S. Media on Chinese International Undergraduates and the American University. Manuscript, 1-23.

September 18 (Tu) Governing Educational Desire II (Graduate Teaching #2B)

*Kipnis, Andrew B. 2011. *Governing Educational Desire: Culture, Politics, and Schooling in China*. Chicago: University of Chicago Press. Chapters 3 and 4.

September 20 (Th) Governing Educational Desire III (Graduate Teaching #2C)

*Kipnis, Andrew B. 2011. *Governing Educational Desire: Culture, Politics, and Schooling in China*. Chicago: University of Chicago Press. Chapters 5 and 6.

*Zhang, Xia. 2012. One life for sale: Youth culture, labor politics, and new idealism in China. Manuscript, 1-33.

Annotated China Time Line DUE

II. Podcast – Getting Started

September 25 (Tu)

Ritchie, Donald A. 2003. Conducting Interviews. In *Doing Oral History: A Practical Guide*. NY: Oxford University Press. 84-109.

Karen Rodriguez'G, EUI (The Ethnography of the University Initiative) Program Coordinator, will introduce EUI and Human Subjects Research.

Individual Podcast Assignment #1 DUE

September 27 (Th)

Audio equipment training: 23 Illini Hall OR Undergraduate Library Media Center (TBD)

Individual Podcast Assignment #2 DUE

III. South Korea

October 2 (Tu) Recent History

Cho, Hee-Yeon. 2000. The Structure of the South Korean Developmental regime and its Transformation – Statist Mobilization and Authoritarian Integration in the Anticommunist Regimentation. 408-426

Choi, Jang Jip. 2010. The Democratic State Engulfing Civil Society: the Ironies of Korean Democracy. *Korean Studies* 34. Selection, 1-12, 17-24.

October 4 (Th) Globalization

Shin, Kwang-Yeong. 2011. Globalization and Social Inequality in South Korea. In Jesook Song, ed. *New Millennium South Korea: Neoliberal Capitalism and Transnational Movements*. New York: Routledge. 11-28.

Koo, Hagen. 2007. The Changing Faces of Inequality in South Korea in the Age of Globalization. 31:1-18.

South Korea Time Line DUE

October 9 (Tu) Education (Graduate Teaching #3A)

*Cho, Hae-Joang. 2012. Overeducated and Underemployed: Youth, Labor, and Postcapitalist Politics in Contemporary South Korea. Manuscript, 1-20.

*Seo Deok-Hee. 2012. Homeschooling Adventures of the Middle Class. In Nancy Abelmann, Jung-Ah Choi and So Jin Park, eds., *No Alternative?: Experiments in South Korean Education*. Berkeley: Global, Area, and International Archive / University of California Press, 2012. 63-80, notes, 136.

October 11 (Th) English! (Graduate Teaching #3B)

*Park, Joseph Sung-Yul. 2010. Naturalization of Competence and the Neoliberal Subject: Success Stories of English Language Learning in the Korean Conservative Press. *Journal of Linguistic Anthropology* 20.1: 22-38.

*Park, Joseph Sung-Yul. 2011. The Promise of English: Linguistic Capital and the Neoliberal Worker in the South Korean Job Market. *International Journal of Bilingual Education and Bilingualism* 14.4: 443-455.

*Kim, Jeehun. 2012. The “Other Half” Goes Abroad: The Perils of Public Schooling in Singapore. In Adrienne Lo, Nancy Abelmann, Soo Ah Kwon, and Sumie Okazaki, eds., *South Korea’s Educational Exodus: The Life and Challenges of Early Study Abroad*. Manuscript, 169-199.

October 16 (Tu) Study Abroad I (Graduate Teaching #4A)

*Kim, Jongyoung. 2011. Aspiration for Global Cultural Capital in the Stratified realm of Global Higher Education: Why Do Korean Students go to US Graduate Schools? *British Journal of Sociology of Education* 32.1: 109-126.

*Kim, Jongyoung. 2011. The Birth of Academic Subalterns: How Do Foreign Students Embody the Global Hegemony of American Universities. *Journal of Studies in International Education* XX(X): Selection, 5-16.

You will read one AUPC (American University Meets the Pacific Century) transcript (two will be available and I will split the class randomly)

Video: *Who Killed the Goldfish?* (On reserve in the Undergraduate Library)

October 18 (Th) Study Abroad II (Graduate Teaching #4B)

*Chun, Jennifer Jihye and Ju Hui Judy Han. 2012. The mobile aspirations of Korean youth: living and working as temporary sojourners. Manuscript.1-26.

*Kim, Eleana. 2012. Human capital: Transnational Korean adoptees and the neoliberal logic of return. *Journal of Korean Studies*. Manuscript.1-53.

*Abelmann, Nancy. Undergraduate Korean Americans and “Korean Koreans” in the Millennial American University. In Grace J. Yoo, ed. *Koreans in America: History, Culture and Identity*. San Deigo: Cognella Academic Publishing. 2012. 109-117..

Annotated South Korea Time Line DUE

October 23 (Tu) Study Abroad III – Back to China; Let’s Revisit South Korea; and Look Ahead to Japan

*Fong, Vanessa. 2011. When Migrants from the Same Hometown Meet, tears Fill Their Eyes: Freedoms Won and Lost through Transnational Migration. In *Paradise Redefined: Transnational Chinese Students and the Quest for Flexible Citizenship in the Developed World*. Stanford: Stanford University Press. 142-190, notes, 237-239.

Goodman, Roger. 2012. From Pitiful to Privileged? The Fifty-Year Story of the Changing Perception and Status of Japan's Returnee Children (*kikokushijo*). 30-53.

Individual Podcast Assignment #3 DUE

IV. Podcast – Next Steps

October 25 (Th) In class podcast group work on **Team Podcast Assignment #1** (Abelmann will be out of town) (You will arrive in class having completed the audio recording, which must include all of your voices).

23 Illini Hall OR Undergraduate Library Media Center (TBD)

October 30 (Tu) In class discussion of Podcast Interview Template

AUPC Interview Template

IV. Japan

November 1 (Th) Recent History and the Mainstream

Gordon, Andrew. 2002. The Short Happy Life of the Japanese Middle Class. In *Social contracts under stress: The middle classes of America, Europe, and Japan at the turn of the century*, edited by Olivier Zunz, Leonard Schoppa, and Nobuhiro Hiwatari. New York: W. W. Norton. Selection, 119-129.

William, Kelley. 2002. At the limits of new middle class Japan: Beyond 'mainstream consciousness.' In *Social contracts under stress: The middle classes of America, Europe, and Japan at the turn of the century*, edited by Olivier Zunz, Leonard Schoppa, and Nobuhiro Hiwatari. New York: W. W. Norton. 232-254.

Goodman, Roger. 2007. Making Majority Culture. In Jennifer Robertson, ed., *A Companion to the Anthropology of Japan*. MA: Blackwell Publishers. 59-72.

Team Podcast Assignment #2 DUE

November 6 (Tu) Maternal Society

Japan Time Line DUE

*Borovoy, Amy. 2005. A Success Story. *The Too-Good Wife: Alcohol, Codependency, and the Politics of Nurturance in Postwar Japan*. Berkeley: UC Press. 115-136, notes, 194-195.

Yoda, Tomiko. 2006. The Rise and Fall of Maternal Society: Gender, Labor, and Capital in Contemporary Japan. In Tomiko Yoda and Harry Harootunian, eds. *Japan after Japan*:

Social and Cultural Life from the Recessionary 1990s to the Present. Durham: Duke University Press. 239-274.

November 8 (Th) Beyond the Mainstream: Japan's "Hidden" Youth (Graduate Teaching #5A)

*Lock, Margaret. 1986. Plea for acceptance: School refusal syndrome in Japan. *Social Science & Medicine* 23(2): 99-112.

*Borovoy, Amy. 2008. Japan's Hidden Youths: Mainstreaming the Emotionally Distressed in Japan. *Culture Medicine Psychiatry* 32: 552-576.

Norasakkunkit, Vinai, Yukiko Uchida, and Tuukka Toivonen. 2012. Caught between culture, society, and globalization: Youth marginalization in post-industrial Japan. *Social and Personality Psychology Compass* 6(5): 361-378.

November 13 (Tu) Lost Generation/s (Graduate Teaching #5B)

*Lukacs, Gabriella. 2011. "The Labor of Cute: Net Idols, Cute Culture, and the Social Factory in Contemporary Japan." Manuscript, 1-19.

*Slater, David H. 2010. The "New Working Class" of Urban Japan: Socialization and Contradiction from Middle School to the Labor Market. In Hiroshi Ishida and David H. Slater, eds. 137-169.

November 15 (Th) (**Team Podcast Assignment #3 COMPLETED by this date**) Discuss and write **Team Podcast Assignment #4** in class (Abelmann absent)

V. Podcast – Final Work

November 27 (Tu)

Team Podcast Assignment #5 DUE

You will have some class time to work on and present **Team Podcast Assignment #6**

November 29 (Th)

You will have class time to work on **Team Podcast Assignment #7**

December 4 (Tu) EUI Conference

Team Podcast Assignment #8

VI. Japan, cont.

December 6 (Th) Trendy Drama I (Graduate Teaching #6A)

*Lukacs, Gabriella. 2010. *Scripted Affects, Branded Selves: Television, Subjectivity, and Capitalism in 1990s Japan*. Durham: Duke University Press. Selection, 1-9, 16-24, 45-53, 59-62, 74-80, 84-89

December 11 (Tu) Trendy Drama II (Graduate Teaching #6B)

*Lukacs, Gabriella. 2010. *Scripted Affects, Branded Selves: Television, Subjectivity, and Capitalism in 1990s Japan*. Durham: Duke University Press. Selection, Chapters 4 and 5.

Annotated Japan Time Line Due

BY December 13

Team Podcast Assignments 9 and 10

Individual Podcast Assignment #4 (Extension permitted)