

ANTH 499AK
East Asian Youth and Global Futures
Tuesday, 9-11:50

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Kelsky: Thursday 2-4, FLB 2090B
Abelmann: Thursday 11-1

230a International Studies Building (Center for East Asian and Pacific Studies),
910 S. 5th St, (please arrange meetings with Lucretia Williams, 333-7273 or
lawillia@uiuc.edu). This time is for you – do make an appointment!

East Asian youth have experienced perhaps the world's most compressed development as well as among the world's most aggressive globalization policies. This course will examine how youth in East Asia (China/s, Japan, and the Koreas) are making their way in our globalizing world, focusing in particular on the transformations in work, education, recreation, gender, and sexuality brought about by neoliberal economic restructuring in the region. Topics to be studied include the insecure job market for young people, consumerism, globalized pop culture phenomena such as Pokemon, the Korean wave, and Internet gaming, emergent LGBT communities, etc.

The U of I offers a fascinating window on East Asian youth because of the many college (and pre-college) students who make their way here – as well as the movement of “Amercian” youth to East Asia. Through participation in the Ethnography of the University Initiative (EUI), students will conduct local field research that reveals the global processes at issue.

Where to find Course Materials

NOTE: For this class you need to subscribe to Moodle, our course management site. In order to do this, go to <https://moodle.atlas.uiuc.edu/course/view.php?id=134>. You will be asked to enter an enrollment key (i.e., password). It is: 499. After that you will have easy access (i.e., you will not have to enter a code each time).

Assignments

1. 5 response papers: 50%

These are short (2-3 page double spaced) responses to the *all* of the readings from one class session. You should both summarize main points and creatively juxtapose the articles (Are they echoing/diverting from one another etc.?) and you should respond to the articles in some way (Are you convinced? Are there weaknesses you ascertain? What would you like to know more about?).

These are due the **Monday before class** by 6 p.m. on the Moodle (They are labeled Response Paper #1, #2 etc. – please list the readings you are covering at the top of your entry). We expect you to have looked at your colleagues' Moodles before class.

This class is entirely based on the assumption that you will read for class. These response papers, your participation grade, and your EUI project all assume that you are keeping up on the reading.

2. Small-group ethnographic projects on *East Asian Youth @ the U of I* or *U of I Youth and their East Asia Forays*: 40%

(1) By **February 12** (before class) please pose a question -- informed by readings to date (+ websurfing...) -- that you might be able to analyze empirically (i.e., through some field research) on our campus (No longer than 1.5 double-spaced pages). Be ready to present your question/proposal in class in 2-3 minutes. After the presentations, students will vote on which projects will be adopted as group projects – we will then constitute the research groups on the basis of shared interests (as well as graduate/undergraduate distribution) (5%).

(2) On February 19 the groups will have time in class to discuss research plans. By **March 4** each group member will have conducted an interview or observation designed to help you refine your question. Each student will report on their interview/observation in no more than 3 double-spaced pages (5%). Also collectively the group will have written a succinct research question/problem (circa one paragraph) and searched the EUI Archives for any related projects IDEALS (<http://www.ideals.uiuc.edu/handle/2142/755>) (succinctly indicate the connection and include the URL of the related project/s) (upload under “EUI Links”) (5% (for both activities)).

(3) By **April 1** each group member will have reported on 1 more data-gathering activity in no more than 3 double-spaced pages (5%) and you will collectively submit a 1-page summary of preliminary findings (5%).

(4) By **April 15** each group member will write a short paper on the basis of your collective findings in relation to the literature that we have read in class (no longer than 6 double-spaced pages) (15%). Also by this date you will have completed the following data-fields (i.e., boxes) on the Moodle: About the Author, Keywords, Abstract, Reflect (on your EUI research experience/project), and Recommendations (either to the University or to future generations of students interested in pursuing this topic) (the 15% includes this activity).

On **Thursday, April 17 (3-8 PM)** your group is required to present at the EUI Student Conference (either in a 5 minute presentation or with a poster) (the 15% for the paper includes this activity).

Your ethnographic research will be a part of The Ethnography of the University Initiative (EUI, www.eui.uiuc.edu), a campus-wide initiative to introduce students to institutional inquiry and the research process through a sustained examination of our own university. Students in EUI courses (over 60 to date) have the unique opportunity to house their inquiry process in an on-line archive (IDEALS, <http://www.ideals.uiuc.edu/handle/2142/755>), and to build on the research of concurrent and earlier cohorts of U of I students. It makes sense to teach this course through EUI for several reasons: (1) the university is our most easily accessible research laboratory – and a remarkable one for the case of East Asian youth; (2) it is an institution that we are all affected by/implicated in and it thus makes sense for us to interrogate it meaningfully and to think about its transformation/s as well; (3) the opportunity to build on and contribute to student colleagues’ work is exciting and hopefully meaningful.

As a member of an EUI course conducting research you will be governed by the U of I’s Institutional Review Board protocols. You will not be graded in this course until you have successfully completed all necessary forms. EUI staff will instruct you in all aspects of this compliance. There is a “moodle” site for all EUI courses that houses all of the forms that you will need this semester – and it is: <https://moodle.atlas.uiuc.edu/course/view.php?id=32>. **We will ask you to submit your informed consent sheets after each interview (i.e., in class).**

3. Attendance and Active Classroom Participation: 10%

4: Additional Assignment for Graduate Students: (included in the 50% for Response Papers): By **May 5** a maximum 5 double-spaced pages proposal for preliminary summer research (ethnographic or otherwise) on a topic related to the course readings (need not but might develop from the semester research you conducted). On proposal writing please consult this excellent publication http://www.ssrc.org/fellowships/art_of_writing_proposals.page (it is short!) (By May 5)

5. Conference/lecture Report on East Asia Youth-related campus event:

This semester there are a number of talks/conferences on campus that are relevant to our course themes. Attend and report BRIEFLY to the class for extra credit (5%).

Schedule

Week 1, **January 15**

Introduction

Introductions and Introduction to Moodle

Week 2, **January 22**

Introducing Neoliberalism

Duggan, Lisa. 2003. *The Twilight of Equality: Neoliberalism, Cultural Politics and the Attack on Democracy*. Boston, Beacon Press. Chapters 1,2. Pp. 1-42.

Giroux, Henry. 2005. The Terror of Neoliberalism: Rethinking the Significance of Cultural Politics. *College Literature* 32 (1) Winter: 1-19.

Phoenix, Ann. 2004. Neoliberalism and Masculinity: Racialisation and the Contradictions of Schooling and for 11-14 Year Olds. *Youth and Society* 36 (2):227-246. First 9 pages only.

Week 3, **January 29**

Youth in the U.S. – and the World

Reed Larson, expert on youth around the world, will join us at 11:00

READ

Brooks, David. 2001. *Atlantic Monthly*. The Organization Kid
<http://www.theatlantic.com/doc/200104/brooks>

Boo, Katherine. 2004. *The New Yorker*. The Best Job in Town: The Americanization of Chennai.
<http://courses.washington.edu/globfut/req%20readings/BooBestJob.pdf>

SURF/BROWSE

Pew Report: How Young People View Their Lives, Futures, and Politics
<http://people-press.org/reports/display.php3?ReportID=300>

Millenials Go to College
<http://blogs.setonhill.edu/MikeArnzen/000412.html> (A BLOG on the report)

UCLA: The American Freshman: 40 year trends
<http://www.gseis.ucla.edu/heri/40yrtrends.php>

Gallup World Poll
<http://www.gallup.com/consulting/worldpoll/24046/About.aspx>

Youtube: <http://www.youtube.com/>

Week 4, **Feb 5**

Globalization, Neoliberalism – and Youth

Austin, Joe. 2005. Youth, Neoliberalism, Ethics: Some Questions. *rhizomes*.10 spring 2005. pp. 1-5 (of on-line version)

Ong, Aihwa. 2006. Higher Learning in Global Space. In *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Durham: Duke University Press. Pp 139-156.

Anagnost, Ann. Forthcoming. Imagining Global Futures in China: The Child as a Sign of Value. In Jennifer Cole and Deborah Dunham, eds. *Figuring the Future: Children, Youth, and Globalization*. School for American Research Press.

*A*Star (Singapore Agency for Science, Technology, and Research) Yearbook 2006/07* (to be handed out in class).

Week 5, **February 12**

The State Managed Person: China

Preliminary Question presented in class and due on Moodle

Rofel, Lisa. 1999. Other Modernities: Gendered Yearnings in China After Socialism. Berkeley: University of California Press. Pp. 41-95, 166-187, 217-256.

Week 6, **February 19**

The State Managed Person: South Korea and Japan

Time will be set aside for discussion of group research plans

JAPAN

Uno, Kathleen. 1993. The Death of "Good Wife, Wise Mother." *Post War Japan as History*. Andrew Gordon, ed. Berkeley: University of California Press. 293-324.

Gordon, Andrew. 1998. Managing Society for Business. *The Wages of Affluence: Labor and Management in Postwar Japan*. Harvard University Press. 174-194.

KOREA

Cho, Hee-yeon. 2000. The Structure of the South Korean Developmental Regime and Its Transformation -- Statist Mobilization and Authoritarian Integration in the Anticommunist Regimentation. *Inter-Asia Cultural Studies* 1(3): (selection) 410-413.

Nelson, Laura C. Consumer Nationalism; *Kwasobi Ch'ubang*: Measuring Excess. In *Measured Excess: Status, Gender, and Consumer Nationalism in South Korea* (NY: Columbia University Press). Pp. 1-29, 107-136.

OR (TBA)

Nelson, Laura C. 2006. South Korean Consumer Nationalism: Women, Children, Credit, and Other Perils. In Sheldon Garon and Patricia L. Maclachlan, eds. *The Ambivalent Consumer: Questioning Consumption in East Asia and the West*. Ithaca, N.Y.: Cornell University Press. Pp. 188-208.

Week 7, **February 26**

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

Amy Hanser. 2002. The Chinese Enterprising Self: Young Educated Urbanites and the Search for Work. Hirsch, Jerrold Link et al. *China Popular*. Lanhan, MD: Rowman and Littlefield. Pp. 189-206.

Pazderic Nickolas. Manuscript. Smile Chaoyang. In Ann Anagnost, Andrea Arai, Brian Hammer, and Ren Hai, eds. *Global Futures in East Asia*.

OR [TBA]

Brian Hammer. Manuscript. In Ann Anagnost, Andrea Arai, Brian Hammer, and Ren Hai, eds. *Global Futures in East Asia*.

Film: *China Blue* (we will make the DVD available). Also the Asian Educational Media Services has a showing of it on January 23rd at 7 p.m. at 805 W. Pennsylvania.

Week 8, **March 4**

Japan I: Educating Neoliberal Youth in Japan

Yoda, Tomiko. A Roadmap to Millennial Japan. *South Atlantic Quarterly* 99, no. 4 (2000): 629-68. [reprinted in *Japan After Japan: Social And Cultural Life from the Recessary 1990s to the Present*. 2006. Duke University Press, Pp. 16-53].

Arai, Andrea G. 2000. The "Wild Child" Of 1990s Japan. *South Atlantic Quarterly* 99(4) (2000): 841-64. [reprinted in *Japan After Japan: Social And Cultural Life from the Recessary 1990s to the Present*. 2006. Duke University Press, Pp. 216-238].

Arai, Andrea G. 2005. The Neo-Liberal Subject of Lack and Potential: Developing “the Frontier Within” and Creating a Reserve Army of Labor in 21st Century Japan. *rhizomes* 10

Interview/Observation #1 AND Group Research Question/Problem due on Moodle

Week 9, March 11

Japan II: Insecure Labor in Japan

Time will be set aside for discussion of group research plans

Genda, Yuji. 2005. A Nagging Sense of Job Insecurity: the New Reality Facing Japanese Youth. Tokyo: International House of Japan. Pp. 29-50 (Chapter 2).

Lukacs, Gabriella. Forthcoming. Labor Fantasies in Recessionary Japan: Workplace Dramas, Social Realism, and Employment as Lifestyle. In Ann Anagnost, Andrea Arai, Brian Hammer, and Ren Hai, eds. *Global Futures in East Asia*.

Driscoll, Mark. 2007. "Debt and Denunciation in Post-Bubble Japan: On the Two Freeters." *Cultural Critique* 65: 164-87.

SPRING BREAK

Week 10, March 25

South Korea: Indeterminate Futures

Time will be set aside in class for group work on April 1 assignment

Nancy Abelmann, Hyunhee Kim, and So Jin Park. Forthcoming. College Rank and Neoliberal Subjectivity in South Korea: The Burden of Self-Development.

Song, Jesook. "'Venture Companies,' 'Flexible Labor,' and the 'New Intellectual': The Neoliberal Construction of Underemployed Youth in South Korea " *Journal of Youth Studies* 10, no. 3 (2007): 331-351.

Choi, Jung-ah. 2005. New Generation's Career Aspirations and New Ways of Marginalization in a Postindustrial Economy. *British Journal of Sociology of Education*. 26:2. 269-283.

Film. *My Generation*.

Week 11, April 1

Pop-Culture Circulations I

Iwabuchi, Koichi. 2002. *Recentring Globalization, on Pop Cultural Traffic in East Asia*. Duke University Press. Pp. 23-50, 121-157.

Leheny, Dave 's. 2006. A Narrow Place to Cross Swords: Soft Power and the Politics of Japanese Popular Culture in East Asia. In Peter J. Katzenstein and Takashi Shiraishi: *The Dynamics of East Asian Regionalism*.

<http://www.pbs.org/wgbh/pages/frontline/shows/cool/> The Merchants of Cool: A report on the creators/marketers of pop culture for teens
[<http://www.pbs.org/wgbh/pages/frontline/shows/cool/view/> -- watch first two segments: Hunting for Cool *and* Under-the-Radar Marketing (circa 18 minutes)
WILL WATCH IN CLASS

Interview/Observation #2 AND Group summary of findings due on Moodle

Week 12, **April 8**

Pop-Culture Circulations II

Shim, Doobo. "Hybridity and the Rise of Korean Popular Culture in Asia "
Media, Culture & Society 28, no. 1 (2006): 25-44.

Allison, Anne. "Pokemon: Getting Monsters and Communicating Capitalism" and "'Gotta Catch 'Em All': The Pokemonization of America (and the World). Pp.192-270. *Millenial Monsters: Japanese Toys and the Global imagination*. Berkeley: University of California Press, 2006.

Week 13, **April 15**

Cosmopolitan Capital

Park, Hyunju. On English in South Korea [TBA]

Kelsky, Karen. 2001. *Women on the Verge: Japanese Women, Western Dreams*. Durham: Duke University Press, Pp. 85-132.

Kang, Yoojung and Kyouho (Q-ho) Lee. 2007. Mysterious English Land (powerpoint presentation)

Film: *Please Teach me English*

Paper due on Moodle

Week 14, **April 22**

Gender/Sexuality

Rofel, Lisa. 2007. *Desiring China: Experiments in Neoliberalism, Sexuality and Public Culture*. Durham, NC: Duke University Press. Selections.

Takeyama, Akiko. 2005. Commodified Romance in a Tokyo Host Club. Pp. 200-215. In Mark McLelland and romit Dasgupta, eds. *Genders, Transgenders and Sexualities in Japan*. New York: Routledge. Pp. 200-215.

Documentary: *The Great Happiness Space*

Week 15, **April 29**

Technological Mediations

Kim, Heewon. 2007. Can I make money with virtual products? - the irony of UCC (User Created-Content) (powerpoint)

Berry, Chris and Fran Martin. 2003. Syncretism and Synchronicity: Queer and Asian Cyberspace in 1990s Taiwan and Korea. In Chris Berry, Fran Martin, and Audrey Yuh, eds/ *Mobile Cultures*. Durham: Duke University Press. Pp. 87-114.

Tom T. Ahonen & Jim O'Reily. Introduction and Digital Youth. In *Digital Korea: Convergence of Broadband Internet, 3G Cell Phones, Multiplayer Gaming, Digital TV, Virtual Reality, Electronic Cash, Telematics, Robotics, E-Government and the Intelligent Home* (Future Text, 2007). Pp. 1-35.

Chan, Dean. 2006. Negotiating Intra-Asian Games Networks: On Cultural Proximity, East Asian Games Design, and Chinese Farmers. *Fibreculture: Internet Theory/Criticism/Research*. 8: 1-12
http://journal.fibreculture.org/issue8/issue8_chan.html

See also:

http://www.youtube.com/results?search_query=chinese+gold+farmers+and+ge+jin&search=Search (Youtube selections on Chinese Gold Farmers)