

JSISA405/ANTH 449
Professor Sorensen
April 29, 2020

Paper Topics and Style Guidelines 2020

Undergraduates may do a paper of either of the types described below. Papers must be typed, double-spaced. Papers 5-7 pages in length are due uploaded on Canvas by 11:59 PM on June 3rd. Be sure to format the paper using Word or as a PDF (don't do html editing). Late papers are marked down a tenth for each day late for a maximum of 3 tenths. The paper is due on June 1st: this means that papers received by that date are *on time* and will not be docked for being late. Notice that I have set Canvas to accept papers from May 25th at 12:AM until June 8th at 11:59PM. This means that I will still accept papers until June 8th, but those received after June 1st will be docked 0.1 point for each day they are late for the first three days after June 1st (after which time extra docking will stop). I will use a plagiarism checker in Canvas so make sure that your paper is your own work, and that any quotes from sources are properly identified and cited.

Be sure to look at the style sheet at the bottom of this handout before turning in your paper.

A. Find a topic about post 1945 China, Japan, Korea, or Vietnam related to the course about which you want more in-depth knowledge. Select non-fiction readings of at least 100 pages beyond what is assigned for class on this topic and write a persuasive essay explaining how your reading expands, corrects, or updates the material of the course. Make sure your essay is organized around a *thesis* that you wish to persuade your reader is correct.

- You can use articles, books, or both. Easiest to connect to the course this year would be non-fiction treatments of labor strife, environmental movements, or international marriage beyond what we have read in class. Book examples would be:
- Seungkyung Kim (1997) *Class Struggle or Family Struggle: The Lives of Factory Women in South Korea*; Choong Soon Kim *The Culture of Korean Industry*; Hagen Koo (2001) *Korean Workers: The Culture and Politics of Class Formation*; Jennifer Jihye Chun (2009) *Organizing at the Margins: The Symbolic Politics of Labor in South Korea and the United States*; Jesok Kim (2013) *Chinese Labor in a Korean Factory: Class, Ethnicity, and Productivity on the Shop Floor in Globalizing China*; Hyung-A Kim (2020) *Korean Skilled Workers: Toward a Labor Aristocracy*
- Yoonkyung Lee (2011) *Militants or Partisans: Labor Unions and Democratic Politics in Korea and Taiwan*; Pei-Chia Lan, *Global Cinderellas: Migrant Domesticity and New Rich Employers in Taiwan*; Yu Wei-hsin

Gendered Trajectories: Women, Work and Social Change in Japan and Taiwan

- Pun Ngai, *Made in China: Women Factory Workers in the Global Workplace*; Julia Chuang, *Beneath the China Boom: Labor, Citizenship, and the Making of a Rural Land Market*, Arianne Gaetano, *Out to Work: Migration, Gender, and the Changing Livings of Rural Women in Contemporary China*, Tim Pringle, *Trade Unions in China: The Challenge of Labor Unrest*, Leslie Chang, *Factory Girls: From Village to City in a Changing China*
- Dorinne Kondo, *Crafting Selves: Power, Gender, and Discourses of Identity in a Japanese Workplace*; James Roberson, *Japanese Working Class Lives: An Ethnographic Study of Factory Workers*
- Rhacel Parrenas, *Labor, Migration, and Sex Trafficking in Tokyo*, Todd Sandel, *Brides on Sale: Taiwanese Cross-Border Marriages in a Globalizing Asia*, Hung Cam Thai *For Better or Worse: Vietnamese International Marriages in the New Global Economy*; Chigusa Yamaura, *Marriage and Marriageability: The Practices of Matchmaking between Men from Japan and Women from Northeast China*; John Lie, *Multiethnic Korea? Multiculturalism, Migration, and Peoplehood Diversity in South Korea*
- Judith Shapiro, *China's Environmental Challenges*, Anna Lora-Wainwright, *Resigned Activism: Living with Pollution in Rural China*
- Robert Winstanley-Chester, *Environment, Politics, and Ideology in North Korea: Landscape as Politics*; Norman Eder, *Poisoned Prosperity: Development, Modernization and the Environment in South Korea*; Kwi-Gon Kim, *The Demilitarized Zone (DMZ) of Korea: Protection, Conservation, and Restoration of a Unique Ecosystem*.
- Andre Sorensen and Carolin Funck, *Living Cities in Japan: Citizens' Movements, Machizukuru and Local Environments*, Koichi Hasegawa, *Constructing Civil Society in Japan: Voices of Environmental Movements*

B. Select a work of Chinese, Japanese, Korean, Taiwanese or Vietnamese fiction (can include 3 hours of film, or a collection of works of literature) from the period after 1945 comprising at least 100 pages of reading beyond the assigned readings for class and that has modernization, migration, social values, or multiculturalism, or social change as one of its themes. Please confine yourself to Chinese, Japanese, Korean, Taiwanese, or Vietnamese authors. Asian immigrant authors can be used only by prior approval. Use the material in the work to discuss how the values or institutions of the society in question interact with the new problems created by modernization and/or social change that have been discussed in class. Try to situate the literary work in relationship to the real social changes actually discussed in class, but **be sure to also take into account that fiction is a work of imagination that may not be strictly accurate**. Thus, be sure to consider the writer's literary purpose—social satire? Political criticism? Exaggeration to elicit sympathy? Criticism of local and/or foreign culture?. Locate your work of fiction in

relationship to the required readings of the course, as well as lectures and appropriate supplementary material such as book reviews (secondary studies of your author or modern literature) you feel is appropriate. (Supplementary material can count toward the 100 page goal).

- China: Cho Chongnae, *The Human Jungle* [Korean author, story set in contemporary China], Gao Xingjian, *Soul Mountain* [recovering in nature]; Eileen Chang, *Half a Lifelong Romance* [factory girl meets rich boy in 1930s Shanghai]
- Korea: Kyung-Sook Shin, *The Girl Who Wrote Loneliness* [factory worker], Park Wansuh, *Who Ate Up All the Singa* [autobiography], Krys Lee, *Drifting House* [short stories]; Nora Okja Keller, *Fox Girl* [comfort women]; Han Kang, *Human Acts* [historical novel of politics]; Min Jin Lee, *Pachinko* [complicated international marriage]
- Japan: Tanizaki Junichiro *The Makioka Sisters* [classic about arranging marriages]; Harumi Murakami [famous novelist, but themes not all relevant]
- Vietnam: Duong Thu Huong *Novel without a Name, Paradise of the Blind* [disillusionment of war]

Style Sheet

- (1) Papers should be typed double-spaced with one-inch margins on either side.
- (2) Put the title and list your main sources at the top of the paper before starting the body of the paper.
- (3) Be sure to organize your paper around a *thesis*: a statement that in principle could be right or wrong that you want to persuade your reader is indeed right. Once the thesis is stated in the first paragraph, the rest of your paper should consist of reasons why this thesis should be correct.
- (4) You will have to give some space in your paper to describing the literature you have read. This is normal but devote no more than one-third of your paper to description of the most important content of your readings. Devote the rest of your paper to your argument and to relating the readings to the concerns of the course. Try to attain a clear and unified point of view in your paper.
- (5) Be sure to reference quotes and ideas taken from others, whether these are textbooks, your readings, or other sources. Anything not referenced is expected to be original. You may use any standard reference style--e.g. footnoting as in the MLA style sheet, or references in parentheses as is done in social science writing. If you chose the latter style you must append a bibliography.
- (6) Foreign words should be underlined or put in italics. Korean words should be rendered in the McCune-Resichauer System, Japanese in Hepburn and Chinese in Pinyin.

(7) Papers are graded on the clarity of your exposition of the content of your readings, skill with which you relate your readings to the course, and the care and quality of the writing.

(8) Quality of writing and clarity of thought are inseparable, so use some care in your writing. Spelling, grammar, punctuation, etc. will all be taken into consideration in grading the paper. Some specific things I look for in papers are listed below.

1. Do you have a title and a thesis sentence which announce the theme of your essay?
2. Do your introduction and conclusion stand in some logical relationship? That is, does the last paragraph conclude the thoughts introduced in the first paragraph?
3. Does each paragraph in your essay develop some major point that contributes to your overall argument?
4. Do you have examples or evidence for each judgment or generalization you make, or have you logically demonstrated why this generalization should be true?
5. Do you have a clear style with grammatical sentences, and proper use of historical and other words?
6. Did you proofread your paper to correct typos, errors of spelling and the like?