

**JSISA 405/ANTH 449: The Social Transformation of Modern East Asia  
Spring 2020**

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Class Time: Wed & Fri 11:30-1:20

Class Location: CHL 015  
(Chemistry Library Building)

Office Hours: W 1:30-2:30, Th 3:30-4:30

**N.B. As you know, due to the corona virus outbreak classes will meet virtually via Zoom through the end of the quarter. You should be able to access the live (and recorded) lecture through the Zoom button in Canvas. If you click the Zoom button you should see the class times listed and can click on them to participate. Recorded PowerPoint lectures will be automatically posted under the Cloud Recording tab. (I hear that it can take a couple of days for these to post). I'm not sure if my Office Hours will be visible to you on Canvas. I hope so. If not I will post the information on them on Canvas.**

This course is designed to give introduce students to social changes that have taken place in the major East Asian countries since 1950 from a comparative perspective, and to provide students with an opportunity to think about the causes and consequences of social change in a set of formerly undeveloped countries.

East Asia as defined in this course includes Japan, Korea (north and south), China (including Hong Kong and Macao SARs, but for simplicity's sake I am mostly excluding minority areas in China such as Tibet, Inner Mongolia, or Xinjiang), and Taiwan. Due to lack of relevant recent publications I will not be treating Vietnam (whose culture has been heavily influenced by China) this year. The the countries of Southeast Asia (Singapore, Indonesia, Thailand, etc.) are excluded. Because the countries treated in this course share ecological, cultural, economic, and historical similarities they form a coherent group. Recent changes in China, Vietnam, and (even) North Korea consequent to the end of the Cold War, however, invite us to reevaluate the significance of much of what has happened in these countries over the past fifty years. Globalization has also profoundly changed East Asia in the past twenty years. For this reason, as well as the large amount of information available on the countries treated in this course, it will be impossible to cover all subjects or countries comprehensively. Rather, we will have to make a sampling of countries and issues.

This year I have chosen ethnographies that explicitly link China, Taiwan, South Korea, Japan, Hong Kong and Southeast Asia, rather than those treating individual countries. We will focus on how globalization has changed East Asian notions of nature and sustainability, how social movements among labor and environmentalists arise, finally how intra-national and transnational migration for purposes of marriage is changing family and society in Korea, Japan, and Hong Kong. We will begin with Taiwan and China, proceed through Taiwan and South Korea, consider China and Korea, move on to Japan, and end with Hong Kong. Students with interests in Vietnam or North Korea are welcome to write papers relevant to the themes of the

course dealing with those two countries.

Books for the course are available at the University Bookstore and are available electronically through the UW library system (except for Lieba Faier, *Intimate Encounters*). Most are available as Kindle editions as well as paperback.

Robert Weller (2006) *Discovering Nature: Globalization and Environmental Culture in China and Taiwan*. Cambridge University Press.

Hwa-Jen Liu (2015) *Leverage of the Weak: Labor and Environmental Movements in Taiwan and South Korea*. University of Minnesota Press.

Caren Freeman (2011) *Making and Faking Kinship: Marriage and Labor Migration between China and South Korea*. Cornell University Press.

Lieba Faier (2009) *Intimate Encounters: Filipina Women and the Remaking of Rural Japan*. University of California Press.

Nicole Constable (2014) *Born out of Place: Migrant Mothers and the Politics of International Labor*. University of California Press.

Three of the books I am using this year are ethnographies based on fieldwork done in the 1990s the early 2000s (Freeman) or both (Faier, Constable). A fourth book uses long-term fieldwork exposure to reflect on changing government environmental policy (Weller). The final book combines library research with surveys and interviews to explore the politics of labor and environmental movements (Liu). There will be a few shorter readings available in the UW library system or on the course website. The course, while mostly anthropological is also broadly social scientific and historical so you will have to rely primarily on lectures for the historical and cultural contextualization that is not in the readings.

I will post my PowerPoint lectures, and handouts. Since management of handouts can be a big administrative hassle, students who miss the handouts on the day I pass them out will also find them—along with the syllabus—on the course website:

<http://faculty.washington.edu/sangok/JSISA405>

You can access this site directly when you are on campus. Sometimes from off campus computers you have to go first to <http://faculty.washington.edu/sangok>, and then click through to SIS449. (Notice that the capital letters on JSISA405 are obligatory, and you should have no spaces between the characters and the number). I will post this URL on Canvas, but unfortunately you can't click through to the site from Canvas. You will have to types in the URL the first time you use it. Save it as a favorite and you will always have the course website handy.

There will be one take-home all-essay midterm and a take-home final each worth 50 points (for a total of 100 points). **The midterm should be uploaded to Canvas by midnight on Wednesday, April 29<sup>th</sup> (when there will be no class). The final will be administered the same way due on Canvas by 4:30 PM on Wednesday, June 10<sup>th</sup>. I will not accept late midterms and finals without a doctors' or other appropriate excuse, so plan**

**accordingly. A four to seven-page paper will be due on Monday June 1<sup>st</sup> uploaded on Canvas by midnight. Unlike the midterm and final I will accept late papers docking your grade by a tenth for every day for the first three days, after which more docking stops.** (The Anthropology Writing Center aids students at any stage in the writing or research process from brainstorming paper ideas to fine tuning their writing. It is located in Denny 423. More information, including how to schedule an appointment can found at <http://staff.washington.edu/anthwrc>.) It will be equal in value to the midterm and/or final. The difference between the take-home exam and the paper is that I will give you questions to answer in the take-home exam a week in advance, whereas you will choose your own topic and do independent research for the paper.

In addition, **a 1-2 page summary of the week's readings will be due on Fridays before class.** I will try to have class discussion or group discussion of the readings on the second hour of Friday's lecture—if I can solve the technical issues of doing this through Zoom. That is why I want your summaries to be uploaded by the beginning of class so enough students will have done the readings to have a lively discussion. (Both JSISA405 and ANTH449 are listed under ANTH449 in Canvas). I will try to remember to open Canvas for each response paper for upload on canvas a week before it's due, so you will be able to turn these in a week early if you want, but I will not accept late summaries from students since the whole point of the summaries is to prepare you to participate in class discussion on the second hour of Friday lecture. You will be required to turn in 6 of 9 possible summaries (i.e. you can skip three). Summaries will be due April 3<sup>rd</sup>, 10<sup>th</sup>, 17<sup>th</sup>, and 24<sup>th</sup>, May 1<sup>st</sup>, 8<sup>th</sup>, 15<sup>th</sup>, 22<sup>nd</sup>, 29<sup>th</sup>, and June 5<sup>th</sup>. Summaries will be evaluated complete/incomplete. Six completes will be neutral so far as your grade is concerned, but fewer than six completes will lower your grade up to three tenths, while extra assignments or many plusses can raise your grade up to three tenths. An extra submission can offset an incomplete for a response readings.

### **Syllabus:**

#### **Week I: April 1<sup>st</sup> and 3<sup>rd</sup>: East Asia as a Region; Nature and Culture**

Wednesday: The Countries and Peoples of East Asia

Friday: Nature and Culture, West and East

Discussion:

- What is Weller's view on the meaning of "nature"?
- How and when did this meaning come to Taiwan and China?
- Why does Weller consider this important?

- How does the Marxist view of nature contrast with Weller's view?

Reading: (summary due)

- Weller, *Discovering Nature*, chaps 1-3
- Judith Shapiro, *China's Environmental Challenges*, Chap. 4, Sustainable Development and National Identity pp83-112 (see course website)

## **Week II: April 8<sup>th</sup> and 10<sup>th</sup>: Nature and Public Policy in East Asia**

Wednesday: Nature Preserves and Tourism

Friday: Population and Pollution

Discussion:

- How would you describe the social and global forces that have led to the creation of nature preserves in Japan, Korea, Taiwan, and China?
- What is the contrast between Malthusian and Marxist views on population? Where are the countries of East Asia now on population policy?
- How different is environmental policy in democratic versus authoritarian societies?

Reading (summary due):

- Weller, *Discovering Nature*, chaps 4-7
- Bryan Tilt, "Civil Society and the Politics of Pollution Enforcement," (Chapter 6 of *The Struggle for Sustainability in Rural China*.) (See course website)

## **Week III: April 15<sup>th</sup> and 17<sup>th</sup>: Industrialization and Social Movements**

Wednesday: Industrialization, Labor, and Environment

Friday: Early Riser Movements in Taiwan and Korea

Discussion:

- How does the pattern of industrialization differ between Taiwan and South Korea?
- How, and among whom, does the consciousness of pollution as a "problem" arise?

Reading: (summary due)

- Liu, *Leverage of the Weak*, chaps 1-3
- Judith Shapiro, *China's Environmental Challenges*, Chap 5, Public Participation and Civil Society pp113-150 (See course website)

#### **Week IV: April 22<sup>nd</sup> and 24<sup>th</sup>: Democratization and Social Movements**

Wednesday: Environmental Movements in Japan and Korea

Friday: Taiwan after 1987

Discussion:

- How did the changing political environment after 1987 change the environmental and labor movements in Taiwan and South Korea?
- What were the legacies from pre-1987 social movements in Taiwan and South Korea?
- Can there be state-led green growth without a political movement?

Reading: (summary due)

- Liu, *Leverage of the Weak*, chaps 4, 5, and Conclusion
- Christopher M. Dent, "South Korea's Green Growth Strategy and East Asia's New Developmentalism," In Anthony P. D'Costa, ed. *After Development Dynamics* (Oxford) pp 45-64.

#### **Week V: April 29<sup>th</sup> and May 1<sup>st</sup>: Co-ethnic Transnational Migration**

Wednesday: **Take-home midterm due on Canvas by 11:59PM (no class).**

Friday: Korean Marriage and Family, South Korean Demographic Crisis, and the "Korean Wind" in Northeast China

Discussion:

- Is there really a "demographic crisis in South Korea" or is a fall in population good?
- Is international migration a good thing, or bad?

Reading:

- Freedman, Part I: Migrant Brides and the Pact of Gender, Kinship, Nation
- Hyunok Lee, Lindy Williams, and Florio Arguillas, "Adapting to Marriage Markets: International Marriage Migration from Vietnam to South Korea," *Journal of Comparative Family Studies*, Vol. 47, No. 2 (Spring 2016)

#### **Week VI: May 6<sup>th</sup> and 8<sup>th</sup>: Nation, Family, Gender and Migration in China and Korea**

Wednesday: Gender, Kinship, and Nation in Korea and China

Friday: Migrant Workers, Counterfeit Kinship, and Split Families

Discussion:

- How are kinship and national belonging linked in Korea and China
- How does the relationship between gender and social roles vary between Korea and China?

Reading (summary due):

- Freedman, Part II: Migrant Workers, Counterfeit Kinship, and Split Families
- Nor Hui-Jung Kim, “Flexible Yet Inflexible: Development of Dual Citizenship in South Korea.” *Journal of Korean Studies*, Vol. 18, No. 1 (2013):7-28

## **Week VII: May 13<sup>th</sup> and 15<sup>th</sup>: Family, Demography, and International Marriage in Japan**

Wednesday: From *ie* to *kazoku*, Japanese marriage and family

Friday: Demography and International Marriage in Japan

Discussion:

- Are *kazoku* more modern than *ie*? How can competing family systems coexist at the same time?
- How do the ways Filipina brides enter Japan compare with the ways that Chosŏnjok brides enter South Korea? What

Reading: (summary due)

- Faier, *Intimate Encounters*, Introduction and Part I

## **Week VIII: May 20<sup>th</sup> and 22<sup>nd</sup>: Japanese Family Roles and the Consumer-based Family**

Wednesday: Family roles in Japan—husband, wife, mother, daughter-in-law

Friday: nation, locality, and *omiaie* *kekkon*

Discussion:

- What’s the difference between role-based marriage and companionate marriage, and how would you characterize it in Japan
- How has masculinity and femininity changed as the Japanese economy has changed?

Reading: (summary due)

- Faier, Part II,
- Yonson Ahn, “Gender under reconstruction: Negotiating gender identities of marriage migrant women for Asia in South Korea.” In Anthony D’Cost, ed. *After Development Dynamics* (Oxford) pp242-62 [e-book available in UW library]

## **Week IX: May 27<sup>th</sup> and 29<sup>th</sup>: Foreign Domestic Workers and State-Sanctioned Migration**

Wednesday: Foreign Domestic Workers and Precarity in Hong Kong

Friday: FDW Women and their Partners

Friday Discussion:

- What are the conditions under which Constable did fieldwork?
- How would Constable's fieldwork technique affect whom she met and how she understood her material. (Think, for example, how would her study have been different if she had done a large-scale questionnaire.)
- What are the role constraints that structure people's attitudes toward Filipino and Indonesian FDWs. Is it substantially different for Roman Catholics and opposed to Muslims?
- How would you contrast the factors that structure the position of South Asian or African men in Hong Kong with those that structure FDW women?
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Reading (summary due):

- Constable, *Born Out of Place*, chaps 1-4

### **Week X: June 3<sup>rd</sup> and 5<sup>th</sup>: Citizenship and Belonging in Hong Kong**

Wednesday: Partners, Babies, Wives and Workers

Friday: Citizenship and Belonging in Hong Kong

**Paper due Monday, June 1<sup>st</sup> on Canvas by 11:59pm.**

Discussion:

- What are the motivations and constraints on FDWs having babies in Hong Kong.
- How would you compare those FDWs who become wives in Hong Kong with the Filipina wives in rural Japan that you read about? (Do foreign wives induce Hong Kong people to redefine their identity?)
- How would you compare asylum seekers and others without legal status in Hong Kong with those that do have legal status in Hong Kong.

Reading (summary due):

- Constable, *Born out of Place*, chaps 5-8.

**Final Exam: Must be uploaded to Canvas by 4:30 Wednesday, June 10<sup>th</sup>.**